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ABSTRACT

Each of the seven curriculum modules in this packet for leadership training of agricultural education students contains a brief description of the module content, a list of the major division or units, the overall objectives, objectives by units, content outline and suggested teaching methods, student application activities, and evaluation procedures. A list of resource materials is also included in each module. Module titles are Developing Leadership in the Individual, Group Leadership Techniques, Organizing an FFA (Future Farmers of America) Chapter, FFA Activities and Awards, Parliamentary Procedure, The FFA Organization, and the FFA Organization II. (HD)

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MODULES IN AGRICULTURAL EDUCATION

FOR

leadership development

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The University of the State of New York
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Bureau of Occupational and Career Curriculum
Albany, New York 12234

CE 008 148

MODULE OF INSTRUCTION

Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL Code - 01.9902-01

DESCRIPTION:

Leadership or guidance is necessary in any society. In its absence we have chaos. The ability to render this leadership is not an innate characteristic. It is learned and developed through training and/or experience.

This module is designed to help the student develop his leadership ability. He will learn what leaders are and how they can differ. He will learn the goals of leadership and basic principles a leader should adopt. The remainder of the module is concerned with the skills such as speaking and group guidance, but also the social skills which are so important in dealing with others.

MAJOR DIVISIONS OR UNITS OF CONTENT	Time Allocations Class	Other
1. Types of Leadership	3	4
2. Social Skills	3	8
3. Leadership Skills	2	10
	8	22

Revised June 1975

MODULE OF INSTRUCTION

Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL

Code - 01.9902-01

Objectives to be obtained:

The student will be able to:

1. Write an accurate definition of leadership as decided upon by group consensus.
2. Distinguish between Formal and Informal leadership.
3. Demonstrate the three kinds of leaders and the qualities or characteristics that set them apart by identifying each type in a role playing situation.
4. Compare three of the five typical patterns of leadership behavior.
5. List 8 democratic principles a leader should incorporate into his leadership pattern.
6. List 3 of the objectives of individual leadership.
7. Prepare a personal code of ethics.
8. Prepare a check-list for good grooming and use it to evaluate their personal appearance.
9. Demonstrate making introductions.
10. Demonstrate, through a practical exercise done in class, a knowledge of the steps in remembering names.
11. Demonstrate good conversation technique.
12. Demonstrate correct table manners through practical application of these skills.
13. List five courtesies to use with others.
14. Prepare a 6-8 minute speech on a topic that meets the instructor's approval. The speech will be delivered to the class.
15. List three traits of a good listener.
16. Demonstrate, to the instructors satisfaction, the ability to lead a group discussion for 10 minutes on a selected topic using proper group guidance procedures, techniques for increasing participation, and evaluation.
17. List three desirable attitudes a leader should maintain in dealing with a group.
18. List two positive and two negative leader traits.

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AGRICULTURAL

Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL

OBJECTIVES BY UNIT	CONTENT
Unit 1 - Types of Leadership. Objective 1 Students will write an accurate definition of leadership as decided upon by group consensus.	A. The ability to: . Help achieve ends . Unify . Guide
Objective 2 Students will distinguish between formal and informal leadership.	A. Formal . Comes from people whose job is to lead . officers . teachers . group leaders B. Informal . Have influence without position . looked to for approval . their word "counts"

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DEVELOPING LEADERSHIP IN THE INDIVIDUAL - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Point out that there is not just one correct definition. B. Have each student write a definition for leadership. C. Ask first student for his definition - write it on the board - others add their ideas to it - summarize to get a consensus definition. Leadership Education, p. 4 The Leader for FFA Officers, Chapter IV, Unit 1.	A. Write a definition and contribute to class discussion. B. Record consensus definition in notebook.	A. Check written definitions.
A. Lecture and class discussion Resource Unit on FFA Organization for Core Curriculum, #15, pp. 11-12. Leadership Education, pp. 5-6.	A. Name five people you know who give formal leadership and five who give informal. Tell why each is so classified.	A. Evaluate lists. B. Pencil and paper quiz.

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AGRICULTURAL

Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL

OBJECTIVES BY UNIT	CONTENT
Objective 3 Students will demonstrate the three kinds of leaders and the qualities or characteristics that set them apart by identifying each type in a role play situation.	A. Laissez-faire leader . Passive attitude . Otfer help only when asked . No pressure toward achievement . Generally "hands off" position B. Autocratic leader . Determines all policies . Determines all procedures and activities . Assigns work . Uses people to reach goals C. Democratic leader . Encourages group to discuss policies . Help group formulate goals . Allow member to work with whom they choose . Maintain pressure toward achievement . Objective and fair in praise and criticism

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DEVELOPING LEADERSHIP IN THE INDIVIDUAL - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion.	A. Three students each assume the role of one of the kinds of leaders. Others will identify which kind and write it down along with characteristics that led to your choice. Then three more follow, etc., until the entire class has participated. B. Visit other groups and identify the types of leaders present. Make a list of leaders you know who fit each classification.	A. Evaluate answer papers and role play.

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AGRICULTURAL

Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL

OBJECTIVES BY UNIT	CONTENT
Objective 4 Students will compare three of the five typical patterns of leadership behavior.	A. Telling . Leader . identifies problem . considers alternatives . chooses one . tell others what they will do . Group not involved in decision making. B. Selling . Leader makes decision. . Tries to persuade group to accept it. C. Testing . Leader identifies problem and makes a proposal. . Gets reaction from the group. . Makes the final decision. D. Consulting . Leader . identifies the problem . asks for suggestions from the group . selects the best suggestion E. Joining . Leader . joins in discussion like another member . agrees to abide by their decision

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01.9902-01 - Code

DEVELOPING LEADERSHIP IN THE INDIVIDUAL - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion. Student Leaders Handbook, p. 29.	A. Students role play one of the patterns and others try to identify it. B. Record information in notebook.	A. Evaluate written and oral comparisons made by each student.

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AGRICULTURAL

Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL

OBJECTIVES BY UNIT	CONTENT
Objective 5 Students will list 8 democratic principles a leader should incorporate into his leadership pattern.	A. Respect for the rights of others B. Faith in democracy C. Willingness to assume responsibility D. Sincerity E. Enthusiasm F. Cooperation G. Open-mindedness H. Service above self I. Confidence in fellow members
Objective 6 Students will list three of the objectives of individual leadership.	A. Practice and develop desirable personal traits and attitudes. B. Develop arts of speaking, writing and listening. C. Develop knowledge of groups, processes and roles in a group. D. Recognize need for hard work and learning. E. Develop citizenship.
Unit 2 - Social Skills for Leaders. Objective 7 Students will prepare a personal code of ethics.	A. Rules to live and work by B. Traits we like to see in others, therefore, that others would like to see in us. C. Desirable habits to develop.

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DEVELOPING LEADERSHIP IN THE INDIVIDUAL - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Overhead transparency of the list - discuss importance of each. Resource Unit on FFA Organization for Core Curriculum, #15, p. 13.	A. Add own ideas to the list. B. Record list in notebook.	A. Check lists made by each student.
A. Lecture and class discussion. B. Have students demonstrate parts B and C. Leadership Education, p. 73.	A. Record information in notebook. B. Add own ideas to the list. C. Working in small groups have students demonstrate B and C.	A. Put items on quiz.
A. Discuss what a code is and what it should contain. B. Religious leader to speak about moral code. Official Manual FFA.	A. Make a code of ethics for a good leader. B. Compare with others.	A. Evaluate completeness and feasibility.

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Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL

OBJECTIVES BY UNIT	CONTENT
Objective 8 Students will prepare a check-list for good grooming and use it to evaluate their personal appearance.	A. Include details regarding . Hair . Hands . Cleanliness . Dress . Shoes . Accessories
Objective 9 Students will demonstrate making introductions.	A. Introduce . Yourself to another person . Older person to younger person . Person of higher position to another . Lady to a gentleman . Person or speaker to a group . One person to another of equal status . One group to another B. Acknowledge introduction . How do you do? . How do you do, (person's name)? . I'm very glad to know you C. Handshake . Men and boys shake hands . Man waits for lady to extend hand . unless he is that host greeting the lady . Young person waits for older to extend hand

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DEVELOPING LEADERSHIP IN THE INDIVIDUAL - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Discuss with the group the details regarding each item. Possible things to consider in the check-list. B. School nurse or health teacher to talk about cleanliness. Leadership Education, p. 99	A. Prepare a personal appearance check-list and evaluate yourself.	A. Evaluate completeness of material included in the check-list how helpful does it appear?
A. Lecture and discussion. Explain how to do each introduction and demonstrate. B. List ways to acknowledge introduction. Ask class to contribute to the list. C. List guidelines for handshake. Demonstrate a good handshake. Firm grip, eye contact, etc. Proceedings of the 1972 National FFA Seminar, p. 88.	A. Each student will practice and then demonstrate, to the teacher's satisfaction that he is able to make each type of introduction. B. Students will work in groups of three. C. One do introduction. One acknowledge introduction. One demonstrate what to do when introduced. D. Each demonstrate and practice handshake.	A. Evaluate ability to make, acknowledge and receive introductions by each individual.

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Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL

OBJECTIVES BY UNIT	CONTENT
Objective 10 Students will demonstrate, through a practical exercise done in class, a knowledge of the steps in remembering names.	A. Impression . Hear name clearly . think only of name when being introduced . if you don't hear ask to repeat it . if still not heard ask to spell it . Get a clear impression of the person . facial expressions . size . voice B. Repetition . Repeat name immediately . Repeat silently . Use in conversation . Repeat when parting . Review before retiring C. Association . Associate name with . business . appearance . rhyme . mind picture . meaning . similar name
Objective 11 Students will demonstrate good conversation technique.	A. Introduce yourself if you are unknown. B. Ask question of person conversing with: . Job . Where he is from . Hobbies, other interests C. Be enthusiastic

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DEVELOPING LEADERSHIP IN THE INDIVIDUAL - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion. B. Use as many examples of names and associations as you can. How to Remember Names available from state FFA office.	A. Divide class in pairs - have each person think of an association for his partner's name.	A. Use pictures of 5 people not known to the class. Introduce each one to the class using his name and telling any unusual characteristics or personality traits. B. Several days later show pictures again and tell traits as before - ask students to write down the name of each person.
A. Lecture and class discussion. B. Give examples of usage of the tips. The Leader for FFA Officers, Chapter III, Unit 4.	A. Converse with others in the class as if you didn't know them - follow the tips a conversation should last at least 3 minutes.	A. Use a check-list and rank each student.

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Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL

OBJECTIVES BY UNIT	CONTENT
Objective 12 Students will demonstrate correct table manners through practical application of these skills.	A. Procedure for seating guests and self. B. Select and order a meal from a menu. C. Proper use of tableware. D. Starting and carrying on a conversation. E. Paying the check and tipping. F. Sitting properly at the table.
Objective 13 Students will list five courtesies to use with others.	A. Write letters . Sympathy . Congratulations . Thank you B. Properly address a person C. Assist individuals D. Respect rights and property of others E. Rise when a lady enters the room

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DEVELOPING LEADERSHIP IN THE INDIVIDUAL - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Have home economics teacher speak to the class and demonstrate table manners. B. Panel of home economics students for discussion and question - answer period on manners. Proceedings of 1972 National FFA Seminar, p.88.	A. Practice proper manners in an actual situation under direction of the home economics teacher.	A. Score ability to perform correctly in a situation requiring use of good table manners.
A. Lecture and class discussion. Proceedings of the National FFA Seminar, p. 88.	A. Add to the list of courtesies things that you do in dealing with others. B. Record total list in notebook.	A. Paper and pencil quiz.

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AGRICULTURAL

Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL

OBJECTIVES BY UNIT	CONTENT
Unit 3 - Leadership Skills for Leaders. Objective 14 Students will prepare a 6-8 minute speech on a topic that meets the instructor's approach. The speech will be delivered to the class.	A. Objectives of a speech . Entertain . Impress . Convince . Gain action . Provide information B. Topic selection . Topic should . be of interest to you . fit the occasion . be timely (not obsolete) C. Parts of a speech . Introduction . Main body . Conclusion D. Practice . Alone . Before a mirror . Before other family members
Objective 15 Students will list three traits of a good listener.	A. Listener traits . Pay close attention to the speaker . Maintain eye contact with speaker . Express many emotions or reactions without speaking . Be objective in his evaluation

EDUCATION

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DEVELOPING LEADERSHIP IN THE INDIVIDUAL - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion. B. Explain each type of speech. C. Guest speaker - English teacher with knowledge of public speaking to discuss delivery of the speech. Leadership Education, pp. 95-96.	A. Select a topic, organize, and write a speech 6-8 minutes in length and deliver it to the class. B. Class criticize speeches and presentation.	A. Score material contents and delivery of speech as well as the organization in the manuscript.
A. Lecture and class discussion. Leadership Education. p. 92.	A. Add to the list other positive listener traits. B. Make a list of negative listener traits.	A. Paper and pencil quiz.

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AGRICULTURAL

Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL

OBJECTIVES BY UNIT	CONTENT
Objective 16 Students will demonstrate, to the instructor's satisfaction, the ability to lead a group discussion for 10 minutes on a selected topic using proper group guidance procedures, techniques for increasing participation, and evaluation.	A. Refer to module Group Leadership Techniques.
Objective 17 Students will list three desirable attitudes a leader should maintain in dealing with a group.	A. Altruism . Everyone can express interests and opinions B. Friendliness . Encourages friendliness in others C. Directness . Maintain eye contact when talking to someone D. Sincerity . Draws interest and enthusiasm E. Knowledge . Of the job . Of the abilities of individuals
Objective 18 Students will list two positive and two negative leader traits.	A. Student lists

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DEVELOPING LEADERSHIP IN THE INDIVIDUAL - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion Module: Group Leadership Techniques	A. One at a time lead the class in discussion of a particular topic, use proper guidance techniques, get everyone included, summarize, and then tell why the discussion was a success or failure. B. Class criticize the leader of each discussion.	A. Observe ability of leader to use techniques of discussion leadership and evaluate each class member participation using a check-list system.
A. Lecture and discussion. Leadership Education, pp. 84-85.	A. Observe these attitudes in leaders you know.	A. Paper and pencil quiz.
A. Discussion B. Brainstorming session.	A. During a brainstorming session contribute your ideas of leader traits - copy final list in notebook.	A. Paper and pencil quiz.

MODULE OF INSTRUCTION

Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL Code - 01.9902-01

RESOURCE MATERIALS

BOOKS -

A More Effective FFA. Wall, Interstate Printers and Publishers. Danville, Illinois.

Forward FFA. W.A. Ross, Future Farmers Supply Service. Alexandria, Virginia 22309.

Handbook on Speech for Future Farmers. R.D. Purkey, Interstate Printers and Publishers. Danville, Illinois.

How to Hold a Better Meeting. Frank Snell, Harper and Brothers. New York.

Parliamentary Procedure. Alice F. Sturgis, McGraw-Hill Book Co., Inc. New York, New York.

Practical Activities for Future Farmers. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Practical Parliamentary Procedure. R.M. Cruzan, McKnight and McKnight. Bloomington, Illinois.

Programs for Future Farmer Chapter Meetings. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Public Speaking for Future Farmers. L.S. Judson, Interstate Printers and Publishers. Danville, Illinois.

Robert's "Rules of Order." Available in most book stores.

Speak with Ease. R.C. Ross, National Farms Book Co. Viroqua, Wisconsin.

The FFA and You. Bender, Clark and Taylor, Interstate Printers and Publishers. Danville, Illinois.

When You Preside. S.S. Sutherland, Interstate Printers and Publishers. Danville, Illinois.

Your Opportunities in Vocational Agriculture. Phipps, Interstate Printers and Publishers. Danville, Illinois.

MODULE OF INSTRUCTION

Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL Code - 01.9902-01

RESOURCE MATERIALS

BULLETINS -

Advisors Teaching Guide on the FFA. Available from the National FFA Center Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

A Handbook for National FFA Officers. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

A Handbook for Conducting FFA Meetings. (Preliminary Parliamentary Procedure) K.E. Russell, Interstate Printers and Publishers. Danville, Illinois.

FFA Official Manual. Future Farmer Supply Service. Alexandria, Virinia 22309.

Helps in Mastering Parliamentary Procedure. W.F. Stewart, Coop Printshop. New Concord, Ohio.

National Convention Proceedings. National Executive Secretary, U.S. Office of Education. Washington, D.C. 20202.

Now You're Talking. Interstate Printers and Publishers. Danville, Illinois.

Planning and Carrying Out Your FFA Chapter Program of Activities. Cushman, Misc. Bulletin No. 53, New York State College. Ithaca, New York.

The Future Farmer Organization: What It Is — What It Does. Future Farmers Supply Service. Alexandria, Virginia 22309.

Vocational Agriculture — FFA. Future Farmers Supply Service. Alexandria, Virginia 22309.

PERIODICALS -

FFA Manual. 1972. (Published in February of each year). Available from the National FFA Center. Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

Form 132 - Contest and Award Order. Available from the State FFA Office, Room 1623, 99 Washington Avenue. Albany, New York 12210.

RESOURCE MATERIALS

PERIODICALS (Cont.d) -

You and Your Flag. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

Awards for You. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Discuss It, Plan It, Do It. Circular 445, Pennsylvania State University. University Park, Pennsylvania.

Future Farmers of America Foundation Awards. National Advisor, U.S. Office of Education. Washington, D.C. 20202.

Leadership in Group Discussion. Wm. Paul Gray, National FFA Office, Office of Education. Washington, D.C. 20202.

Leadership of Youth Groups. Farmland Industries. Kansas City, Missouri.

So You Want to be an Officer in the FFA. Joe P. Bail, Bulletin No. 40, New York State College. Ithaca, New York.

Pageant Script: History of Vocational Education. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Pageant Script: "Our Forty Years." Wm. Paul Gray, National FFA Office, U.S. Office of Education Washington, D.C. 20202.

Pageant Script: "History of Old Glory." Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Leadership and Citizenship Conferences. National FFA Office, U.S. Office of Education, Washington, D.C. 20202.

International Education Information. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Booklets Relating to Congress, Government, Communism, etc. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

MODULE OF INSTRUCTION

Title - DEVELOPING LEADERSHIP IN THE INDIVIDUAL Code - 01.9902-01

RESOURCE MATERIALS

AUDIOVISUAL -

Slides of Oswegatchie Camp - ,,,

MODULE OF INSTRUCTION

Title - GROUP LEADERSHIP TECHNIQUES Code - 01.9902-02

DESCRIPTION:

One of the most important activities of a leader is working with groups of people in an effort to achieve certain goals.

This module is designed to help the student develop the knowledge and skill necessary to effectively guide a group and work in a group. He will become familiar with the differences between groups and the different roles a group member may assume. He will identify the desirable characteristics of a group leader and his responsibilities to the group members. Finally, he will develop techniques for solving problems and making decisions in a group situation.

MAJOR DIVISIONS OR UNITS OF CONTENT	Time Allocations	
	Class	Other
1. Groups and Individuals	2	4
2. Developing Use of Techniques	2	3
3. Group Leadership	3	1
4. Problem Solving	7	8
	14	16

Revised January, 1975

MODULE OF INSTRUCTION

Title - GROUP LEADERSHIP TECHNIQUES Code - 01.9902-02

Objectives to be obtained:

Students will be able to:

1. List and explain six basic group characteristics.
2. Demonstrate five individual centered roles and four productive roles which may be assumed by group members.
3. List three objectives of group leadership.
4. Demonstrate, through the remaining time devoted to group techniques, ability to effectively use the 12 techniques outlined.
5. Give an accurate definition of a group leader based on consensus of class.
6. List eight responsibilities of a group leader.
7. List the three steps in problem solving and demonstrate use in group situation.
8. List and explain or demonstrate four problems that influence decisions made by a group.
9. List four conditions that are necessary for effective decision making.
10. Demonstrate ability to lead a group discussion designed to solve a particular problem by identifying member roles, using techniques for gaining increased participation, and evaluating the discussion, giving reasons for success or failure.
11. Demonstrate an understanding of the brainstorming technique for problem solving by successfully directing a brainstorming session on a particular problem.

Code - 01.9902-02

AGRICULTURAL

Title - GROUP LEADERSHIP TECHNIQUES

OBJECTIVES BY UNIT	CONTENT
Unit 1 - . Groups and Individuals Objective 1 Students will list and explain six basic group characteristics.	A. Group background . Past experiences with this group guide actions B. Group participation patterns . Over-participation . Afraid to give opinion C. Group communication patterns . Methods of communication . speaking clearly . posture . facial expression D. Group cohesion . Degree to which the group works as a team E. Sub-groups . Based on: . friendship . common views or opinions . frequently change F. Group atmosphere . Degree of informality . Willingness to "open up" G. Group standards . Code of operation of the group H. Group procedures . Standard procedures for operation I. Designated leadership . Leader's behavior important J. Member behavior . Mature . Able to accept responsibility

E D U C A T I O N

01.9902-02 - Code

GROUP LEADERSHIP TECHNIQUES - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion - give examples of each characteristic Student Leaders Handbook pages 7-9	A. Record information in notebook B. For each characteristic, give reasons why it is important or to his advantage for the group leader to be aware of these situations and feelings C. Relate personal experiences with groups showing one or more of these characteristics D. Working in small groups, demonstrate characteristics	A. Written and/or oral quiz B. List 6 of 10 and explain

Code - 01.9902-02

AGRICULTURAL

Title - GROUP LEADERSHIP TECHNIQUES

OBJECTIVES BY UNIT	CONTENT
Objective 2 Students will demonstrate five individual centered roles and four productive roles which may be assumed by group members.	A. Individual Centered . Aggressor . talk too much . deflates others . attacks group solutions . Blocker . negativistic . disagrees and opposes . Recognition seeker . calls attention to self and own ideas . Self-confessor . express personal feelings not on topic . Playboy . seek attention through horseplay, cynicism . Dominator . asserts authority . Help seeker . attempts to secure sympathy . Special interest pleader . attempts to get group support for his own cause B. Productive . Initiator . suggests new activities and ideas . Orientor . seek to have the group define goals, outline activities, plan direction . keeps discussion on the topic . Facilitator . keep communication channels open . insists on clarity . keeps things moving quickly . Encourager . stimulates activity through praise and recognition . helps slow members along . Harmonizer . realizes importance of hearing all sides . attempts to hold group together . Summarizer . pulls ideas together to show their relationship

E D U C A T I O N

01.9902-02 - Code

GROUP LEADERSHIP TECHNIQUES - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion B. Role playing C. Take class to some meeting Student Leaders Handbook pages 19-20	A. Record information in notes B. Each student will be assigned a role to play. The teacher will lead a discussion with each student acting out his role. Students will list name of each person and which role they are assuming. C. At another meeting, observe people involved, classify by role.	A. Evaluation based on observed ability to recognize roles

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AGRICULTURAL

Title - GROUP LEADERSHIP TECHNIQUES

OBJECTIVES BY UNIT	CONTENT
Objective 3: Students will list three objectives of group leadership.	A. Realize the value of well organized committees and meetings and the important part communication plays in their success B. Learn the art of officer selection and training C. Develop challenging programs of work and adequate financing D. Secure new members and maintain interest of old members E. Practice evaluation of group efforts
Unit 2 - Developing Use of Techniques Objective 4: Demonstrate, through the remaining time devoted to group techniques, ability to effectively use the 12 techniques outlined.	A. <u>Types or Methods</u> . Lecture-discussion . Pyramid discussion . Listening team . Symposium-discussion . Panel-discussion . Shadow panel (Audience panel) . Role-playing . Case studies . Buzz groups (Discussion cluster or Phillips 66) . Structural conference . Brainstorming . Forum

EDUCATION

01.9902-02 - Code

GROUP LEADERSHIP TECHNIQUES - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion of meaning of each and its importance Leadership Education page 3	A. Record list and meanings in notebook	A. Written or oral quiz
A. Use of hand-outs Transparencies B. All directed toward supplying each class member with the basic information about the 12 techniques. C. All 12 should be demonstrated with class members as participants and the teacher directing the initial activity.	A. All 12 methods should be used by each student, either at this time or during activities in the remainder of this module.	A. Degree of participation B. Oral quizzing of each student

Code - 01.9902-02

AGRICULTURAL

Title GROUP LEADERSHIP TECHNIQUES

OBJECTIVES BY UNIT	CONTENT
Unit 3 - Group Leadership Objective 5 Students will give an accurate definition of a group leader based on consensus of class.	A. A person who has the know-how required at different times in a group situation and who can help the group achieve its goals
Objective 6 Students will list eight responsibilities of a group leader.	A. Help establish group structure B. Guide group to assess needs C. Guide toward attainment of objectives D. Accept responsibility E. Sensitive to group and individual needs F. Accepts his role G. Coordinate ideas H. Assist in evaluating progress I. Anticipate direction and keep group "on the beam" J. Stimulate discussion K. Assists group and individuals to mature
Unit 4 - Problem Solving Objective 7 Students will list the three steps in problem solving and demonstrate use in group situation.	A. Collect and classify pertinent data B. Critically evaluate each proposed solution C. Decide upon the course of action

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Have each member of the class write a definition and then read it. Record main ideas on the board to get a consensus definition. Leadership Education page 4	A. Record final definition in notebook. B. Use at least one group technique	A. Written or oral quiz
A. Lecture and class discussion B. Have each student make his own list and discuss before presenting this material Student Leaders Handbook page 28	A. Make a list of responsibilities of a group leader, compare ideas with others in class, then with teacher's list. B. Record composite list in notebook. C. Use at least 2 group techniques from objective No.4	A. Evaluated as part of Objective #10 B. Written quiz
A. Give students sample situation - two alternatives - go through 3 steps and arrive at solution Leadership Education page 30	A. Record steps in notebook B. Use at least 2 group techniques from Objective #4. C. Rotate each class member through a different problem so that the technique of problem solving is demonstrated successfully.	A. Written and/or oral quiz B. Evaluate demonstrations

Code - 01.9902-02

AGRICULTURAL

Title - GROUP LEADERSHIP TECHNIQUES

OBJECTIVES BY UNIT	CONTENT
Objective 8 Students will list and explain by demonstration four problems that influence decisions made by a group.	A. Fear of Consequences . Afraid to make the wrong decision B. Conflicting Loyalties . Member of other groups - how will this decision affect my status in the other groups C. Interpersonal Conflict . Agree with people you like and disagree with those you don't - regardless of the issue D. Methodological Blundering . Technique may aid or hinder decision making E. Inadequate Leadership F. There is no magic . No set formula . Social agreement is developed
Objective 9 Students will list four conditions that are necessary for effective decision making.	A. All have sufficient information B. Together they have more information than one alone C. Those affected by decision should be in on it D. Group members work together effectively E. Each member of the group must be involved F. Parliamentary Procedure not always necessary G. In no defined procedure - group maturity a must H. Group commitment to carry out decision

EDUCATION

01.9902-02 - Code

GROUP LEADERSHIP TECHNIQUES - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion B. Ask for personal experiences of students which reflect some of these problems Student Leaders Handbook pages 13-15	A. Record in notebook B. Tell personal experiences of how these block decision making. Use class meetings, youth groups, adult groups you may have observed, etc. C. Use at least two group techniques from Objective #4.	A. Written and/or oral quiz with evaluation of each student's demonstration
A. Lecture and class discussion Student Leaders Handbook page 16	A. Students suggest additional ideas to add to list and record all in notebooks. B. Use at least two groups techniques from Objective #4.	A. Written and/or oral quiz

Code - 01.9902-02

AGRICULTURAL

Title - GROUP LEADERSHIP TECHNIQUES

OBJECTIVES BY UNIT	CONTENT
Objective 10 Students will demonstrate their ability to lead a group discussion designed to solve a particular problem. They will identify member roles, use techniques for gaining increased participation, and evaluate the discussion giving reasons for success or failure.	A. Leading a discussion . Prepare in advance . Ask questions to keep discussion moving . Keep group on the topic . Keep things at ease and relaxed . Every ten minutes or so summarize what's been said so far . Call attention to points not covered B. Getting Participation . To participate the individual must see some need, purpose or objective in solving the problem . Use a forum type presentation followed by questions from audience . Break large group into small "buzz" sessions to discuss the topic and report back . Dramatization (role playing) act out possible outcomes of certain solutions C. Group Success . Members should . be tolerant of all opinions . be active contributors . be oriented toward reality . be seeking the facts . maintain friendly atmosphere . objectives are of group interest D. Group Failure . Groups fail because . no democratic atmosphere . wrong people formed group . too wide range of interests and narrow in skills . lacked skill to carry out objectives

E D U C A T I O N

01.9902-02 - Code

GROUP LEADERSHIP TECHNIQUES - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion Leadership of Youth Groups The Leadership Skills Farmland Industries	A. Record in notebook	A. One at a time each student will lead a group in a discussion designed to solve a particular problem. B. The members of the group will assume roles as called for in Objective #2.
B. Lecture and class discussion Leadership Education page 31	B. Record in notebook	C. The leader will use various methods to get more participation, he will follow the steps of decision making and after the discussion he will tell what role each member was playing and also evaluate the discussion and tell why the group succeeded or failed.
C. Lecture and class discussion Leadership Education page 29	C. Record in notebook	D. The other students will then criticize the group again, giving reasons.
D. Lecture and class discussion Leadership Education page 29	D. Record in notebook	

Code - 01.9902-02

Title - GROUP LEADERSHIP TECHNIQUES

AGRICULTURAL

OBJECTIVES BY UNIT	CONTENT
Objective 11 Students will demonstrate an understanding of the brain-storming technique for problem solving by directing a brain-storming session on a particular problem.	A. Essential Features . Group Size . large enough to get many ideas . 10 - 25 . Participants of equal status . all willing to participate . One or two people to record ideas . Chairman states the problem and makes sure that group rules are followed . Continue until all ideas are exhausted B. Ground Rules . Every idea must be positive . No criticism of ideas presented . All ideas encouraged even crackpot ideas . Ideas presented as rapidly as they come to mind . Members encouraged to "hitch-hike", add to or revise an idea already proposed C. Summary . Evaluate and condense ideas presented . Discard unworkable ideas . Read final list to the group

E D U C A T I O N

01.7902-02 - Code

GROUP LEADERSHIP TECHNIQUES - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Act as chairman and demonstrate the technique after giving the rules and presenting a problem. B. Demonstrate how to summarize Student Leaders Handbook page 57	A. Each student will lead a session to secure possible solutions to a specific problem. B. Summarize the ideas presented.	A. Basis for evaluation will be skill in leading the session as well as participation in other sessions.

MODULE OF INSTRUCTION

GROUP LEADERSHIP TECHNIQUES Code - 01.9902-02

RESOURCE MATERIALS

BOOKS -

A More Effective FFA. Wall, Interstate Printers and Publishers. Danville, Illinois.

Forward FFA. W.A. Ross, Future Farmers Supply Service. Alexandria, Virginia 22309.

Handbook on Speech for Future Farmers. R.D. Purkey, Interstate Printers and Publishers. Danville, Illinois.

How to Hold a Better Meeting. Frank Snell, Harper and Brothers. New York.

Parliamentary Procedure. Alice F. Sturgis, McGraw-Hill Book Co., Inc. New York, New York.

Practical Activities for Future Farmers. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Practical Parliamentary Procedure. R.M. Cruzan, McKnight and McKnight. Bloomington, Illinois.

Programs for Future Farmer Chapter Meetings. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Public Speaking for Future Farmers. L.S. Judson, Interstate Printers and Publishers. Danville, Illinois.

Robert's "Rules of Order." Available in most book stores.

Speak with Ease. R.C. Ross, National Farms Book Co. Viroqua, Wisconsin.

The FFA and You. Bender, Clark and Taylor, Interstate Printers and Publishers. Danville, Illinois.

When You Preside. S.S. Sutherland, Interstate Printers and Publishers. Danville, Illinois.

Your Opportunities in Vocational Agriculture. Phipps, Interstate Printers and Publishers. Danville, Illinois.

MODULE OF INSTRUCTION

GROUP LEADERSHIP TECHNIQUES **Code - 01.9902-02**

RESOURCE MATERIALS

BULLETINS -

Advisors Teaching Guide on the FFA. Available from the National FFA Center Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

A Handbook for National FFA Officiers. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

A Handbook for Conducting FFA Meetings. (Preliminary Parliamentary Procedure) K.E. Russell, Interstate Printers and Publishers. Danville, Illinois.

FFA Official Manual. Future Farmer Supply Service. Alexandria, Virinia 22309.

Helps in Mastering Parliamentary Procedure. W.F. Stewart, Coop Printshop. New Concord, Ohio.

National Convention Proceedings. National Executive Secretary, U.S. Office of Education. Washington, D.C. 20202.

Now You're Talking. Interstate Printers and Publishers. Danville, Illinois.

Planning and Carrying Out Your FFA Chapter Program of Activities. Cushman, Misc. Bulletin No. 53, New York State College. Ithaca, New York.

The Future Farmer Organization: What It Is — What It Does. Future Farmers Supply Service. Alexandria, Virginia 22309.

Vocational Agriculture — FFA. Future Farmers Supply Service. Alexandria, Virginia 22309.

PERIODICALS -

FFA Manual. 1972. (Published in February of each year). Available from the National FFA Center. Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

Form 132 - Contest and Award Order. Available from the State FFA Office, Room 1623, 99 Washington Avenue. Albany, New York 12210.

GROUP LEADERSHIP TECHNIQUES **Code - 01.9902-02**

RESOURCE MATERIALS

PERIODICALS (Cont.d) -

You and Your Flag. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

Awards for You. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Discuss It, Plan It, Do It. Circular 445, Pennsylvania State University. University Park, Pennsylvania.

Future Farmers of America Foundation Awards. National Advisor, U.S. Office of Education. Washington, D.C. 20202.

Leadership in Group Discussion. Wm. Paul Gray, National FFA Office, Office of Education. Washington, D.C. 20202.

Leadership of Youth Groups. Farmland Industries. Kansas City, Missouri.

So You Want to be an Officer in the FFA. Joe P. Bail, Bulletin No. 40, New York State College. Ithaca, New York.

Pageant Script: History of Vocational Education. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Pageant Script: "Our Forty Years." Wm. Paul Gray, National FFA Office, U.S. Office of Educatio. Washington, D.C. 20202.

Pageant Script: "History of Old Glory." Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Leadership and Citizenship Conferences. National FFA Office, U.S. Office of Education, Washington, D.C. 20202.

International Education Information. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Booklets Relating to Congress, Government, Communism, etc. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

MODULE OF INSTRUCTION

GROUP LEADERSHIP TECHNIQUES Code 01.9902-02

RESOURCE MATERIALS

AUDIOVISUALS -

Four Star Farmers - Films - each available from the State FFA Office, Room 1623, 99 Washington Avenue, Albany, New York 12210.

Slides of Oswegatchie Camp - " "

Film Strips - "The How in Parliamentary Procedure." Interstate Printers and Publishers. Danville, Illinois.

Group Leadership Techniques

1. Lecture - discussion:

   - Speech by lectures, followed by
   - Group discussion where other facts and opinions are stated by speaker and audience
   - Chairman acts only as introducer and picks audience participator

2. Pyramid discussion:

   - Speech by lecturer, followed by
   - Breaking the audience up into groups of 10 with 1 recorder in each group where the speech is discussed
   - The results are summarized by each recorder when the whole group is again assembled

3. Listening teams:

   - Before speech by lecturer the group is divided into committees, then each committee is given a question. When the lecturer is presenting his topic members of each committee listen for answers to their question.
   - After the presentation the committees again gather and a reporter organizes their thought, and each reporter then makes a statement to the whole group.

4. Symposium - discussion:

   - Chairman plus two to five panel members
   - The chair gives a brief introduction to the whole program and to each member of the panel - then each panel member speaks, followed by a summary by the chairman.
   - The audience may then ask questions which the chairman may assist.
   - Good for large audiences

5. Panel - discussion:

   - A chairman and 2 to 6 members
   - They discuss a special topic in conversation before an audience which can hear and see them. The chair summarizes.
   - After the summary the audience is invited to join in.

6. Shadow panel (Audience panel):

   - The panel is pre-selected and takes notes while the lecturer talks.
   - The panel then asks questions of the audience.
   - The chairman summarizes.

Group Leadership Techniques (continued)

7. Role playing:

   - Group members are the participants - unrehearsed
   - The situation is acted out
   - Discussion of the situation and how it was handled follows - by audience

8. Case studies:

   - Chairman is key
   - He prepares questions for discussion, introduces the topic, reads the case, stimulates and guides discussion. (Actual experiences, observed situations, hearsay, etc.)

9. Buzz groups (Discussion cluster - Phillips 66):

   - Divide group into several small ones (approx. 6). Five minutes to buzz on a topic.
   - Each group with a different question
   - Each group's chairman reports to the whole audience.

10. Structured conferences:

    - Leader and members take part in a discussion with a directed and controlled predetermined goal.
    - Most ideas must come from group
    - Entire group, usually not more than 15, act as panel with chairman picking participants. One or two members are used as recorder(s).

11. Brainstorming:

    - Need a group leader, 2 chart men, and 1 chart hanger
    - A question is posed by a group leader
    - Responses from the group are presented and recorded on the chart board without further comment

12. Forum:

    - Panel style arrangement where the chairman introduces the subject, introduces each member (4 to 6) of the panel and directs the audience's questions to appropriate members of the panel after they have presented their discussion

Elements of Successful Panels

1. The problem is interesting, meaningful, and real to the audience.
2. The panel members speak with authority.
3. The panel discusses the problem conversationally and informally. No speeches.
4. The audience have a chance to take part -- not merely listen.
5. The moderator is free to give his full attention to keeping the discussion rolling.
6. The discussion is planned.

Procedures

1. The moderator is presented and introduces himself.
2. The moderator introduces the problem.
3. Each member of the panel introduces himself.
4. The moderator informs the audience as to how the panel will operate.
5. Point made by 1st panel member.
6. Panel discussion.
7. Point made by 2nd panel member.
8. Panel discussion -- etc.
9. Participation by audience (comments and questions).
10. One-minute final statement by each panel member.
11. One-minute statement by moderator.
12. Closing

PANEL DISCUSSION

A. Favorable to

The panel discussion is good for audience interest -- there is suspense as to what is going to happen.

Skillfully led and with competent participation, it can cover a lot of ground.

Individual members are encouraged to become a part of the program. There is opportunity to hear many opinions and to know more of where the others stand on an issue. Opinions and statements are tested by questions and opinions of others. Individuals with exceptional experience can present their views, have them examined by others also with experience, and the audience profit by the proceedings.

B. Limitations

Discussion must be impartially led and skillfully managed or it may destroy interest.

The panel is less likely to present information systematically. Questions are raised and discussion leads off into new areas of thought leaving other points inadequately considered.

In discussion, questions are brought up which are unexpected and for which no preparation may have been made. Members of the group must be more interested in learning about the opinions and feelings of others rather than having their own way with what they want. Discussion is not suited to hurried action.

C. Set Up

The set-up depends somewhat on the size of the group. The larger the group, the more the arrangements will need to take on the plan for a conventional meeting.

The panel, for a larger meeting, needs to be up where it can be seen and heard -- on a platform or stage. Don't overlook providing for visual aids in discussion meetings -- blackboards, maps, charts, pictures, movies, and slides.

D. Requirements

Topics should be selected with care. A discussion meeting requires careful planning in advance. Also, members of the panel should meet in advance to lay out their procedure. Speakers on the panel should be recognized as ones qualified to speak with authority, but panel members' attitudes should be considerate and cooperative, rather than dogmatic and unyielding.

E. Consider when Planning

Is interest in the subject general and lively, or is it as yet, unaroused?
Is there evidence of considerable misunderstanding?
How much experience has the group had with discussion?

BRAINSTORMING

1. When possible, prior to the actual brainstorming session, the group receives a memorandum stating the problem for consideration. The memorandum contains background material, the "why" of the problem, several samples of ideas that could result, and sometimes a request that each participant prepare three to five ideas as possible discussion starters.

2. When the participants gather for the beginning of the session, the leader may start with a few ideas of his own, if that seems necessary.

3. The aim of a brainstorming session is to amass a large quantity of ideas. The brainstormer is asked to assume that the greater the number of ideas, the greater the likelihood of winners.

4. Unlike ordinary problem-solving discussion, brainstorming does not permit critical evaluation at the beginning or ideation level. Adverse judgment and weighing of ideas are withheld until later.

5. Freewheeling is welcome. As Osborn puts it, "The wilder the idea, the better; it is easier to tame down than to think up."

6. In addition to contributing his own ideas, the brainstormer tries to add to, subtract from, divide, combine, and otherwise modify and improve (without unleashing critical judgment) the ideas of others.

7. All ideas are recorded as they bubble forth. Some groups employ two secretaries, so great is the ideation gusher.

8. A member of the brainstorming group, usually the secretary, checks with each participant the day after the session to secure possible afterthoughts. As one might expect, ideas that have been slept on turn out to be among the most valuable.

9. A list of all the ideas suggested is typed and submitted to the group chairman for editing and classifying according to possible logical categories.

10. The executive, group chairman, or individual concerned with the problem that gave rise to the brainstorming session screens the ideas in collaboration with selected associates.

11. The screened ideas are passed on to the individual or group that has responsibility for implementing the accepted ideas.

12. The action of the implementing group is reported back to the original brainstormers. This completes the cycle of communication.

Techniques For Increasing Participation

The Discussion Cluster

This technique is often referred to as a buzz group or Phillips 66 (Phillips' method was originally used to divide the audiences into groups of six with each group having six minutes to conduct its discussion).

To obtain the maximum effectiveness from a discussion cluster, the chairman has certain responsibilities in leading the group. The following suggestions are by no means inclusive, but will benefit those who have to chair a discussion cluster.

1. Make sure that each member of your group is introduced to every other member. Try to create an atmosphere in which it will be easy for everyone to participate.

2. Be sure that you and your group members understand the assigned task. Ask the general chairman to repeat the question or task that your group is to pursue, if you are not clear about it.

3. Give each group member a moment to write the assigned task or question, or to think about it if there has not been a request to write out reactions; this is very important in order to enhance group discussion.

4. Give each person an opportunity to read or give his statement, reaction, or answer.

5. See that everyone who wishes has an opportunity to express his opinion before the group reaches a conclusion. If you are sure it will not embarrass them, call on those who do not join in the discussion.

6. Before the recorder must submit his report, check what he has written against what the group members have said.

Listening Teams

Often people do not listen well enough to a discussion because no one has asked them to do so. To secure active listening on the part of everyone in a large group, as well as in small groups, a useful technique is a listening-team. This technique works as follows:

1. Prior to a lecture, panel, or symposium, the audience is divided into three or four listening sections, each with a specific listening task. For example, you are at a symposium-forum considering the building of a community hospital. One section (or listening team) listens regarding the proposal's adequacy to meet specific needs; a second listening team, for financial implications; a third listening team, for staffing problems. Or even more specific assignments may be made, as when one section is listening for terms or concepts the speaker uses that need further clarification, another to think of the possible application of points a speaker makes to their own community, etc.

2. After the speaker(s) are through with their presentations, the chairman calls on several persons from each listening team to report their questions, observations, and so on which the speakers or panel members then answer.

Audience Panels

This involves the selection of a small number of audience members whose function is to "talk for" the larger audience they represent. By an interview prior to the lecture, panel members representing the various interest groups in the audience, such as parents, students, government workers, are selected and asked to come to the platform. This audience panel is then responsible for interviewing the lecturer, questioning the symposium speakers, or commenting on the points that were made during the lecturer(s) presentation. The audience panel may participate prior to a speech or after the speech. The audience panel may also be permitted to ask questions during the presentation.

A) DEVELOPING GROUP GOALS AND OBJECTIVES

Establishing written objectives builds group enthusiasm and helps individual members identify the group's goals with their own desires.

Both short and long range objectives should be considered. When possible, goals of the community or political "unit" where the group operates should be incorporated into the group's objectives.

B) GROUP OBJECTIVES SHOULD STATE:

1. Persons involved.

2. Changes or improvement in:

   a. Interests
   b. Knowledge
   c. Understanding
   d. Skills and abilities
   e. Attitudes
   f. Appreciations

3. Content area of the objective.

C) The entire group should analyze all objectives before adoption. If you can answer "yes" to all of the following questions, your group's objectives are worth while.

1. Are they achievable?

2. Are they worth the necessary effort?

3. Are they varied enough?

4. Are they dynamic?

5. Are they cooperatively determined?

You will find that your organization can accomplish more where objectives are planned and clearly understood by all members.

D) To formulate a list of group objectives, you must first decide:

1. What do we want to do?

2. Where are we now? (Beginning point)

3. How can we get to where we want to go?

4. What are we accomplishing? (where to make adjustments)

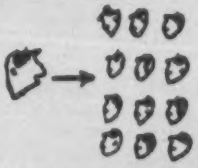
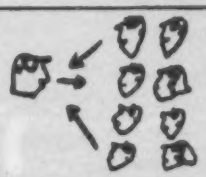
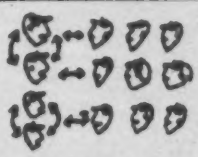
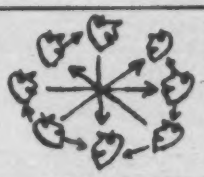
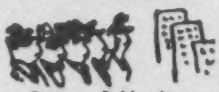
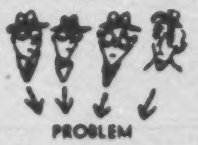
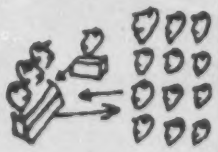
RESPONSIBILITY OF EACH MEMBER OF A COMMITTEE

1. Participate at every opportunity in the "role" of an effective member.
2. Feel responsible for the progress of the group toward a workable solution.
3. Follow good thinking habits.
4. Speak loud enough for all to hear.
5. Be willing for others to disagree with issues you raise.
6. Be willing to drop an argument for the sake of moving ahead with the "bigger" issues.
7. Help others to make their point clear and to bring into the discussion valuable experience they have had.
8. Be an alert listener while awaiting your turn to contribute.
9. Assume an attitude of conversation - just talk it out with the others.
10. Help the leader to settle arguments, keep discussion on the track, and get others to contribute.
11. Become more skillful as a group member - look at yourself and make better what you see.
12. Help reduce the "load" on the group leader by taking the lead when you see a chance to help out.

RESPONSIBILITIES OF THE RECORDER

1. Keep a written record of important issues during the discussion.
2. Bring these written issues before the group of recorders.
3. Aid the committee of recorders to draft summary statements.
4. Aid in the presentation of these summary statements at the final meeting.
5. Aid the workshop group in the formation of "take home" material.
6. Report the progress that has been made by the group at intervals during the discussion period.
7. See that end-of-session reports are on file with the workshop secretary.

HANDY CHECKLIST OF SOME PROGRAM METHODS

METHOD	CHIEF CHARACTERISTIC	PATTERN OF PARTICIPATION	SPECIAL USEFULNESS	LIMITATIONS
Lecture, film, reading, recitals, etc.	Information-giving.		Systematic presentation of knowledge.	Little opportunity for audience to participate.
Forum	Information giving followed by questions for clarification.		Audience can obtain the specific information it wants on particular aspects of the subject.	Formality; lack of freedom to interchange ideas.
Symposium panel or debate	Presentation of different points of view.		Different points of view spotlight issues, approaches, angles; stimulate analysis.	Can get off the beam; personality of speakers may overshadow content; vocal speaker or questioner can monopolize program.
Discussion	High degree of group participation.		Pooling of ideas, experience, and knowledge; arriving at group decisions.	Practical with only a limited number of people.
 Project, field trip, exhibits, etc.	Investigation of a problem cooperatively.	 PROBLEM	Gives first-hand experience.	Requires extra time and energy for planning.
Buzz groups	100% participation by large audiences through small clusters of participants.		Makes individual discussion, pooling of ideas, possible in large groups. Develops leadership skill in members.	Contributions are not likely to be very deep or well organized.
Group interview	Spontaneous giving of opinions and facts by experts in response to questions.		Brings knowledge from a number of sources to bear on one problem.	Becomes disorganized without careful planning of material to be covered.

MODULE OF INSTRUCTION

Title - ORGANIZING AN FFA CHAPTER Code - 01,9902-03

DESCRIPTION:

The FFA is an organization of, by, and for young men and women studying vocational agriculture in secondary schools. It is an intra-curricula activity which supplements and complements the vocational agriculture program in the local school.

This module is designed to acquaint the student with the opportunities available to him through the FFA, guide him in helping to make a decision about forming a chapter, and if the decision is positive, to give him an active role in the organization of the chapter.

He will be required to familiarize himself with the FFA Organization, participate in a cooperative or competitive activity which is closely related to his area of study in agriculture, participate actively on committees, and contribute to discussion at all stages of the planning process.

MAJOR DIVISIONS OR UNITS OF CONTENT	Time Allocations Class	Other
1. Need for Organization	4	5
2. Decisions in Organizing	2	1
3. Organizing a Chapter	8	10
	14	16

Revised January, 1975

MODULE OF INSTRUCTION

Title - ORGANIZING AN FFA CHAPTER Code - 01.9902-03

Objectives to be obtained:

The student will be able to:

1. Demonstrate a knowledge of the individual and group cooperative and competitive activities available to them through membership in the FFA by participating in one or more of these activities on the local level (within the chapter).
2. Demonstrate a knowledge of the basic facts about the FFA organization.
3. Participate in a group discussion about the formation of a chapter by presenting constructive suggestions and comments.
4. Participate in a committee (Program of Activities, Budget or Constitution and By-Laws) and provide constructive suggestions in writing.
5. Recite at least three duties for each officer in the FFA.
6. Offer another student's name in nomination for at least one of the six offices.
7. Vote in each officer election.
8. Contribute ideas for a name for the chapter.
9. List the requirements for chartering an FFA chapter.
10. Complete a section of a membership application as directed by the adviser.
11. Participate on a committee to plan and carry out an FFA activity.

Code - 01.9902-03

AGRICULTURAL

Title - ORGANIZING AN FFA CHAPTER

OBJECTIVES BY UNIT	CONTENT
Unit 1 - Need for the organization Objective 1 Students will demonstrate a knowledge of the individual and group cooperative and competitive activities available to them through membership in the FFA by participating in one or none of these activities on the local level (within the chapter).	A. Refer to section on awards and contests in module - FFA Organization.

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Have guest speaker tell the class about contests and awards with particular emphasis on those dealing with the art of study of the students. B. Possible speakers: • State FFA officer • FFA trustee • Contest judge • Contest winners • Team coach C. To stimulate additional interest, hold a contest within the department (between classes, between students within a class). D. Promote cooperative and competitive spirit. E. Contest and award information is available from the State FFA Office.	A. Participate in contest and/or cooperative activity.	A. Practical application by participating properly in the contest or cooperative activity.

Code - 01.9902-03

Title - ORGANIZING AN FFA CHAPTER

AGRICULTURAL

OBJECTIVES BY UNIT	CONTENT
Objective 2 Students will demonstrate a knowledge of the basic facts about the FFA organization.	A. Refer to Advisors Teaching Guide on FFA - problem area 1,3,4,5,8.
Unit 2 - Decisions on organizing Objective 3 Students will participate in group discussion about the formation of a chapter by presenting constructive suggestions and comments.	A. Steps. . Gather pertinent data . Evaluate alternatives . Arrive at decision

EDUCATION

Module ORGANIZING AN FFA CHAPTER 01.9902-03

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Have state officer or trustee tell about opportunities available in the FFA and give basic information about the organization. References: Advisors Teaching Guide on FFA. Official Manual. B. Allow time for questions. Module: FFA Organization	A. Observe nearby chapters during chapter meeting. B. Ask questions.	A. Oral or written quiz and class discussion evaluation by instructor.
A. Set up a committee together facts for and against organization. Present to the group - discuss - decide. References: Leadership Education, pg. 30.	A. Participate in discussion so all views are expressed.	A. Checklist of class members participating constructively.

OBJECTIVES BY UNIT	CONTENT
Unit 3 – Organizing a chapter Objective 4 The student will participate in a committee (either - Program of Activities, Budget and Constitution and By-Laws) and provide constructive suggestions in writing. Objective 5 Student will recite at least three duties for each officer in the FFA.	A. Official Manual has national information which may be used as a guide. B. Materials also available from State Office. C. Refer to 1972 Official Manual - page 40-41.
Objective 6 Student will offer another student's name in nominating process for at least one office of the six.	A. Procedure for electing officers.
Objective 7 Student will vote in each officer election. Objective 8 Students will contribute ideas for a name for the chapter.	A. School name B. Town name C. Other

E D U C A T I O N

Module ORGANIZING AN FFA CHAPTER 01.9902-03

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Divide class into committees - work with each following guide. B. Have State officer help with committees. C. Committees report and reports are adopted. D. Lecture and class discussion. Official Manual	A. Serve on committees. B. Secure copies of programs, budgets, and constitutions from other chapters to use as a guide and to help come up with more activities.	A. Use a checksheet to rate each student as: Leader Active participant Participant B. Evaluate each students' written suggestions.
A. Demonstrate procedure-New York FFA Manual.	A. Have student appoint temporary chairman to conduct elections.	A Use check list.
A. Hold a brainstorming session to get several suggestions for a name - students vote.		A Have students' elected secretary record names suggested for the chapter and who suggested the name.

Module ORGANIZING AN FFA CHAPTER 01.9902-03

OBJECTIVES BY UNIT	CONTENT
Objective 9 Students will list the requirements for chartering a FFA chapter.	A. Proposed name B. Officers names C. Attach • Program of activities • Budget • Constitution and by-laws • Membership roster D. Dues paid (state and national) E. $200 charter fee F. Signatures • President • Advisor
Objective 10 Student will complete a section of membership application as directed by advisor.	A. Directions on correctly completing a membership roster.
Objective 11 Students will participate on a committee to plan and carry out an FFA activity. Suggestion	A. President set up committees. . Standing • for each major division of the program of activities . Special • to handle specific project B. Follow this with the module - FFA Organization - to give the members a more complete knowledge of their organization.

E D U C A T I O N

Module ORGANIZING AN FFA CHAPTER 01.9902-03

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Lecture and class discussion. B. Complete the form (107) Reference: FFA Form 107	A. Class discussion.	A. Pencil and paper quiz.
A. Provide membership roster.	A. Each student finish necessary information.	A. Review completed roster form.
A. Lecture and class discussion.	A. Participate on a committee. B. Make report. C. Do research for committee. D. Visit other chapters to see how they carry out activities.	A. Degree of participation: • Leader • Active participant • Participant • Dead weight B. Evaluate degree of participation using a checklist.

Module - ORGANIZING AN FFA CHAPTER Code - 01.9902-03

RESOURCE MATERIALS

BOOKS -

A More Effective FFA. Wall, Interstate Printers and Publishers. Danville, Illinois.

Forward FFA. W.A. Ross, Future Farmers Supply Service. Alexandria, Virginia 22309.

Handbook on Speech for Future Farmers. R.D. Purkey, Interstate Printers and Publishers. Danville, Illinois.

How to Hold a Better Meeting. Frank Snell, Harper and Brothers. New York.

Parliamentary Procedure. Alice F. Sturgis, McGraw-Hill Book Co., Inc. New York, New York.

Practical Activities for Future Farmers. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Practical Parliamentary Procedure. R.M. Cruzan, McKnight and McKnight. Bloomington, Illinois.

Programs for Future Farmer Chapter Meetings. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Public Speaking for Future Farmers. L.S. Judson, Interstate Printers and Publishers. Danville, Illinois.

Robert's "Rules of Order." Available in most book stores.

Speak with Ease. R.C. Ross, National Farms Book Co. Viroqua, Wisconsin.

The FFA and You. Bender, Clark and Taylor, Interstate Printers and Publishers. Danville, Illinois.

When You Preside. S.S. Sutherland, Interstate Printers and Publishers. Danville, Illinois.

Your Opportunities in Vocational Agriculture. Phipps, Interstate Printers and Publishers. Danville, Illinois.

RESOURCE MATERIALS

BULLETINS -

Advisors Teaching Guide on the FFA. Available from the National FFA Center Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

A Handbook for National FFA Officers. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

A Handbook for Conducting FFA Meetings. (Preliminary Parliamentary Procedure) K.E. Russell, Interstate Printers and Publishers. Danville, Illinois.

FFA Official Manual. Future Farmer Supply Service. Alexandria, Virginia 22309.

Helps in Mastering Parliamentary Procedure. W.F. Stewart, Coop Printshop. New Concord, Ohio.

National Convention Proceedings. National Executive Secretary, U.S. Office of Education. Washington, D.C. 20202.

Now You're Talking. Interstate Printers and Publishers. Danville, Illinois.

Planning and Carrying Out Your FFA Chapter Program of Activities. Cushman, Misc. Bulletin No. 53, New York State College. Ithaca, New York.

The Future Farmer Organization: What It Is — What It Does. Future Farmers Supply Service. Alexandria, Virginia 22309.

Vocational Agriculture — FFA. Future Farmers Supply Service. Alexandria, Virginia 22309.

PERIODICALS -

FFA Manual. 1975. (Published in February of each year). Available from the National FFA Center. Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

Form 132 - Contest and Award Order. Available from the State FFA Office, Room 1623, 99 Washington Avenue. Albany, New York 12210.

RESOURCE MATERIALS

PERIODICALS (Cont.d) -

You and Your Flag. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

Awards for You. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Discuss It, Plan It, Do It. Circular 445, Pennsylvania State University. University Park, Pennsylvania.

Future Farmers of America Foundation Awards. National Advisor, U.S. Office of Education. Washington, D.C. 20202.

Leadership in Group Discussion. Wm. Paul Gray, National FFA Office, Office of Education. Washington, D.C. 20202.

Leadership of Youth Groups. Farmland Industries. Kansas City, Missouri.

So You Want to be an Officer in the FFA. Joe P. Bail, Bulletin No. 40, New York State College. Ithaca, New York.

Pageant Script: History of Vocational Education. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Pageant Script: "Our Forty Years." Wm. Paul Gray, National FFA Office, U.S. Office of Educatio. Washington, D.C. 20202.

Pageant Script: "History of Old Glory." Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Leadership and Citizenship Conferences. National FFA Office, U.S. Office of Education, Washington, D.C. 20202.

International Education Information. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Booklets Relating to Congress, Government, Communism, etc. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

MODULE OF INSTRUCTION

RESOURCE MATERIALS

AUDIOVISUALS -

Four Star Farmers - Films - each available from the State FFA Office, Room 1623, 99 Washington Avenue, Albany, New York 12210.

Slides of Oswegatchie Camp - " "

Film Strips - "The How in Parliamentary Procedure." Interstate Printers and Publishers. Danville, Illinois.

MODULE OF INSTRUCTION

Title - FFA ACTIVITIES AND AWARDS Code - 01.9902-06

DESCRIPTION:

The student will participate in preparing a chapter program of activities based on a review of all FFA awards, contest and activities available. This program of activities will also reflect the students' assessment of needs in the community which could be met by FFA activities. Making out applications and planning for and competing in activities will be part of this module. The students will be expected to develop basic proficiency in application writeup and contest preparation to compete upon the chapter level.

MAJOR DIVISIONS OR UNITS OF CONTENT	Time Allocations	
	Class	Other
1. Planning and Carrying Out Activities	5	7
2. Contests and Awards	7	11
	12	18

Revised January, 1975

MODULE OF INSTRUCTION

Title - FFA ACTIVITIES AND AWARDS Code - 01.9902-06

Objectives to be obtained:

The student will be able to:

1. As part of the class, contribute positive recommendations for chapter activities, objectives and ways to complete these activities.

2. Explain the basic purpose and need for a program of activity and cite at least two major activities, three objectives and four ways of completing suggested activities.

3. Participate in at least one major activity as a group leader.

4. List the steps in planning an FFA activity.

5. Demonstrate three types of characters present in a committee.

6. Explain the three types of committees and their purposes.

7. Name the three FFA leadership development contests and demonstrate an understanding of the rules governing each by participating in a chapter level contest in each.

8. Participate actively in at least one of the three leadership contests above the chapter level.

9. List the state fair contests administered by ATANY and the level of participation possible in each.

10. By using the agriculture teacher's calendar, plan, prepare, participate and evaluate state fair contests at the sub-district level.

11. Assist the chapter in completing requirements for the:
    a) Superior Chapter Recognition Award
    b) Superior Chapter Safety Award
    c) Farm Bureau - Ag. Ed. Chapter Safety Award
    d) Council for Livestock Protection Chapter Award
    e) A.I.C. Co-operation Award
    f) District and State BOAC Award
    As outlined in the chapter's program of activities by actively participating in one activity in each award area.

12. Based on my stated occupational objective, plan, prepare and submit for recognition award applications in at least two of the areas listed:
    a) Agricultural proficiency
    b) Individual achievement
    c) Dairy breed
    d) Farm Bureau - Ag. Ed. Individual safety
    e) Council for livestock protection individual
    f) NYS Council of Co-ops student award

Module FFA ACTIVITIES AND AWARDS 01.9902-06

OBJECTIVES BY UNIT	CONTENT
Unit 1 – Planning and carrying out activities by an FFA Chapter. Objective 1 The student will, as part of the class, contribute positive recommendations for chapter activities, objectives and ways to complete these activities. Objective 2 The student will explain the basic purpose and need for a program of activity and cite at least two major activities, three objectives and four ways of completing suggested activities. Objective 3 Participate in at least one major activity as a group leader.	A. Importance of planning to success of any venture. B. List of major divisions as suggested in page 48 - 1972 Official Manual.

E D U C A T I O N

Module FFA ACTIVITIES AND AWARDS 01.9902-06

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Discuss need for planning. Ask for student experiences where failure to plan ahead lead to problems. 1972 Official Manual - page 48-56. B. List divisions on the board. Ask students to define each and list types of activities which would be included in each. Chapter Program of Activities. Programs from other Chapters. C. Use a State FFA officer. D. Refer to State FFA calendar of activities (Form 127). E. Form to be used should be: Major Activity _____ Objective (Goal) _____ _____ Ways and Means _____ _____ Accomplishment _____ _____	A. Relate personal experiences of success or failure with regard to planning or a lack of same. B. Record the major divisions in notebooks. C. Make a list of possible activities under each division. D. Look over National Program to see examples of activities suggested. E. Look over last year's chapter program - if available. F. Look at programs of other chapters for new ideas. G. Divide into small groups - each group will revise one division of the program of activities - the entire class will discuss proposed changes and agree on final form.	A. Check each student's input into overall program. B. Record students who lead the developments of the several major activity sections. C. Check list the students so that each has a record indicating participation or non-participation as a group leader.

OBJECTIVES BY UNIT	CONTENT
Objective 4 Students will list the steps in planning an FFA activity.	A. Prior planning and discussion . Include whole membership . appoint committee to make arrangements B. Reserving a date on the school calendar . Have alternate dates in mind . Have information such as space required, number of people, time, etc. C. Assignment of responsibility . List of all that must be done . Assign individuals or sub-committees to do them D. Invitations . To chaperones and special guests E. Chaperones (if necessary) . Make arrangements at least two weeks in advance F. Guest speaker (if desired) . Contact at least 3 weeks in advance . Topic . Length of talk . Travel arrangements, etc. G. Publicity . Posters . Newspapers . Radio H. Evaluation . Possible changes in the future

E D U C A T I O N

Module FFA ACTIVITIES AND AWARDS 01.9902-06

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A . Lecture and class discussion. B . Small group work. Student Leaders Handbook - Cobleskill Ag & Tech. page 66-72.	A . Record information in notebook. B . In small groups - plan an FFA activity listed in the program of activites. Follow the steps listed. Prepare a report on what was done.	A. Evaluate this objective based on completeness of reports submitted.

OBJECTIVES BY UNIT	CONTENT
Objective 5 Students will demonstrate three types of characters present in a committee. Objective 6 The student will explain the three types of committees and their purposes.	A. Purposes . Provide fair distribution of responsibility and work . Develop leadership skills . Provide for participation and contribution . Gather information for the whole group . Carry out programs as directed by the group B. Committees should . Represent the interests of all concerned . Be composed of members with interest, time, and willingness to work C. Types

E D U C A T I O N

Module FFA ACTIVITIES AND AWARDS 01.9902-06

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A . Lecture and class discussion. B . Ask students to suggest possible uses for committees or situations where they could function better than a larger group. C . Relate this information to the committee work done in objective #4 - show how they did these things. Student Leaders Handbook - Cobleskill Ag & Tech page 54. Farmland Industry - Leadership of Youth Group series.	A. Record information in notebook. B. Demonstrate the several types of people in committees (Farmland Industries - Leadership of Youth Group, II page 2-3.)	A. Check notebooks. B. Give acceptable or unacceptable marks for demonstrations. C. Oral and/or written quiz.

Module FFA ACTIVITIES AND AWARDS 01.9902-06

OBJECTIVES BY UNIT	CONTENT
Unit 2 - Contests and awards available. Objective 7 Students will name the three FFA leadership contests and demonstrate an understanding of the rules that govern each by participating in chapter level contests in each. Objective 8 Students will participate actively in at least one of the three leadership contests above the chapter level.	A. Public Speaking - rules and regulations . Local . Sub-district . District . Sub-state . State . Tri-state . Regional . National B. Chapter Meeting - rules and regulations . Sub-district . District . Sub-state . State C. Agricultural Forum - rules and regulations . Sub-district . District . Sub-state . State

EDUCATION

Module FFA ACTIVITIES AND AWARDS 01.9902-06

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Duplicate rules and score cards for each contest, distribute them, and discuss with students. B. Invite state officer to handle the discussion. C. Invite previous contest winners to speak about how they prepared for the competition. D. Organize teams for each contest - hold local elimination on public speaking. Public Speaking Form - FFA Form 31. Chapter Meeting Contest Rules and Regulations - 34 Scorecard - 35. AG Forum - Rules and Regulations - 37 Scorecard - 38. All available from State FFA Office: Room 1623, 99 Washington Avenue, Albany, N.Y.	A. Keep handouts in notebook. B. Take part in one of the leadership contests.	A. Oral/and/or written quiz. B. Evaluation based on degree of participation. Example: Leader Outstanding participant Participant No participation

OBJECTIVES BY UNIT	CONTENT
Objective 9 Students will list the state fair contests administered by ATANY and the level of participation possible in each. Objective 10 The student will, by using the agriculture teacher's calendar, plan, prepare, participate and evaluate state fair contests at the sub-district level (consistent with the teaching plan.)	State Fair Activities A. Dairy Judging . Sub-district . State . Regional . National B. Poultry Science . Sub-district . State . National C. Vegetable Crops . Sub-district . State D. Field and Forage Crops . Sub-district . State . National E. Livestock Judging . Sub-district . State . National F. Milk Judging . Sub-district . State . National G. Wildlife Identification . Sub-district . State H. Tree Identification . Sub-district . State I. Dairy Showmanship . Sub-district . State J. Ornamental Horticulture . Sub-district . State K. Horse Handling and Care . State

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. List the contests and level of participation for each. B. Lecture and class discussion. New York State Fair Premium Book. Contest content is available by writing the State FFA Office.	A. In small groups, prepare a report on the contests listed. Include: . Eligibility . General rules . Types of skills required . Exact nature of the contest etc. B. Report will be presented orally to the class. C. Make plans and participate in appropriate contests.	A Check class reports. B Check list students' involvement.

*Available in June each year from State Fair Office, Syracuse.

OBJECTIVES BY UNIT	CONTENT
	L. Demonstration of Ag Shop Processes Sub-district . State M. Safe Tractor Operation . Sub-district . State N. Small Gas Engines Troubleshooting . Sub-district . State . National O. Tractor Engine Troubleshooting . District . State . National
Objective 11 Assist the chapter in completing requirements for the: . Superior Chapter . Recognition Award . Superior Chapter Safety . Award . Farm Bureau - Ag. Ed. . Chapter Safety Award . Council for Livestock . Protection Chapter Award . A.I.C. Co-operation Award . District and State BOAC Award As outlined in the chapter's program of activities by actively participating in one activity in each award area.	A. Superior Chapter Recognition Award . State . National B. Safety Programs . Superior Chapter • state • national . Farm Bureau - Ag. Ed. • state . Council for Livestock Protection • state • regional C. Co-operative Assn. Programs . American Institute of Co-operation • state • national D. Beautifying Our American Communities (BOAC) . District . State . National

E D U C A T I O N

Module FFA ACTIVITIES AND AWARDS 01.9902-06

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A . Use state officers and trustees to assist. B . Use actual applications. C . Refer to sections in chapter program of activities D . Prepare transparencies on completed applications as examples. E . Use guest speakers from: . Farm bureau . Co-op associations . Society for prevention of cruelty to animals	A. Use correct application forms, sent for at State FFA Office. Formnumbers - 78 and 79 80 and 81 112 and 113 114 and 115 116 123 and 124 Application - Superior Chapter Superior Safety Farm Bureau Livestock Protection AIC BOAC B. Working in small groups - outline the following for each award: . Qualifications . Type and method of awards . Method of evaluation and selection These small group outlines should be reported out orally and in written form.	A. Grade oral and written reports. B. Use checklist in making sure students complete application.

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Module FFA ACTIVITIES AND AWARDS 01.9902-06

OBJECTIVES BY UNIT	CONTENT
Objective 12 Based on my stated occupational objective, plan, prepare and submit for recognition award applications in at least two of the areas listed: · Agricultural proficiency · Individual achievement · Dairy breed · Farm Bureau - Ag. Ed. · Individual safety · Council for livestock protection individual NYS Council of Co-ops student award	A. National FFA Agricultural Proficiency Awards . State . Regional (15 areas - use official booklet) . National B. State FFA Individual Achievement Awards . District (30 areas) C. Dairy Breed Award . Ayrshire, Guernsey, Jersey, Brown Swiss and Holstein D. Co-op Award . State level - Farmers Council of Coops

E D U C A T I O N

Module FFA ACTIVITIES AND AWARDS 01.9902-06

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Use state officers and trustees to assist. B. Use actual applications. C. Refer to sections in chapter program of activities. D. Prepare transparencies on completed sample applications.	A. Use correct forms - sent for at State FFA Office. Form numbers - 61 through 75 41 111 117 Application - Proficiency Individual Achievement Dairy Breed NYS Council of Co-ops B. Working in small groups - outline the following for each award: a) Qualifications b) Type and method of awards c) Method of evaluation and selection These small group outlines should be reported out orally and in written form.	A. Grade oral and written reports. B. Use checklist in making sure students complete application.

MODULE OF INSTRUCTION

Title - FFA ACTIVITIES AND AWARDS Code - 01.9902-06

RESOURCE MATERIALS

BOOKS -

A More Effective FFA. Wall, Interstate Printers and Publishers. Danville, Illinois.

Forward FFA. W.A. Ross, Future Farmers Supply Service. Alexandria, Virginia 22309.

Handbook on Speech for Future Farmers. R.D. Purkey, Interstate Printers and Publishers. Danville, Illinois.

How to Hold a Better Meeting. Frank Snell, Harper and Brothers. New York.

Parliamentary Procedure. Alice F. Sturgis, McGraw-Hill Book Co., Inc. New York, New York.

Practical Activities for Future Farmers. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Practical Parliamentary Procedure. R.M. Cruzan, McKnight and McKnight. Bloomington, Illinois.

Programs for Future Farmer Chapter Meetings. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Public Speaking for Future Farmers. L.S. Judson, Interstate Printers and Publishers. Danville, Illinois.

Robert's "Rules of Order." Available in most book stores.

Speak with Ease. R.C. Ross, National Farms Book Co. Viroqua, Wisconsin.

The FFA and You. Bender, Clark and Taylor, Interstate Printers and Publishers. Danville, Illinois.

When You Preside. S.S. Sutherland, Interstate Printers and Publishers. Danville, Illinois.

Your Opportunities in Vocational Agriculture. Phipps, Interstate Printers and Publishers. Danville, Illinois.

MODULE OF INSTRUCTION

Title - FFA ACTIVITIES AND AWARDS Code - 01.9902-06

RESOURCE MATERIALS

BULLETINS -

Advisors Teaching Guide on the FFA. Available from the National FFA Center Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

A Handbook for National FFA Officiers. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

A Handbook for Conducting FFA Meetings. (Preliminary Parliamentary Procedure) K.E. Russell, Interstate Printers and Publishers. Danville, Illinois.

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National Convention Proceedings. National Executive Secretary, U.S. Office of Education. Washington, D.C. 20202.

Now You're Talking. Interstate Printers and Publishers. Danville, Illinois.

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The Future Farmer Organization: What It Is — What It Does. Future Farmers Supply Service. Alexandria, Virginia 22309.

Vocational Agriculture — FFA. Future Farmers Supply Service. Alexandria, Virginia 22309.

PERIODICALS -

FFA Manual. 1972. (Published in February of each year). Available from the National FFA Center. Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

Form 132 - Contest and Award Order. Available from the State FFA Office, Room 1623, 99 Washington Avenue. Albany, New York 12210.

Title - FFA ACTIVITIES AND AWARDS Code - 01.9902-06

RESOURCE MATERIALS

PERIODICALS (Cont.d) -

You and Your Flag. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

Awards for You. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Discuss It, Plan It, Do It. Circular 445, Pennsylvania State University. University Park, Pennsylvania.

Future Farmers of America Foundation Awards. National Advisor, U.S. Office of Education. Washington, D.C. 20202.

Leadership in Group Discussion. Wm. Paul Gray, National FFA Office, Office of Education. Washington, D.C. 20202.

Leadership of Youth Groups. Farmland Industries. Kansas City, Missouri.

So You Want to be an Officer in the FFA. Joe P. Bail, Bulletin No. 40, New York State College. Ithaca, New York.

Pageant Script: History of Vocational Education. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Pageant Script: "Our Forty Years." Wm. Paul Gray, National FFA Office, U.S. Office of Educatio. Washington, D.C. 20202.

Pageant Script: "History of Old Glory." Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Leadership and Citizenship Conferences. National FFA Office, U.S. Office of Education, Washington, D.C. 20202.

International Education Information. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Booklets Relating to Congress, Government, Communism, etc. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

MODULE OF INSTRUCTION

Title - FFA ACTIVITIES AND AWARDS Code - 01.9902-06

RESOURCE MATERIALS

AUDIOVISUALS -

Four Star Farmers - Films - each available from the State FFA Office, Room 1623, 99 Washington Avenue, Albany, New York 12210.

Slides of Oswegatchie Camp - " "

Film Strips - "The How in Parliamentary Procedure." Interstate Printers and Publishers. Danville, Illinois.

MODULE OF INSTRUCTION

Title: PARLIAMENTARY PROCEDURE Code - 01.9902-07

Description:

The goal of this module is to give students a working knowledge of Parliamentary Procedure, particularly as it is used in the FFA.

By the end of this module, the students will be able to actively participate in a given meeting in any of three capacities: Chairman, Secretary, or Delegate.

The students will learn the advantages of using Parliamentary Law in the conduct of meetings as well as the rules governing its use. They will spend much time in practice meeting situations selecting and making proper and appropriate motions to accomplish some specific action. Finally each student will prepare a set of minutes of a meeting using basic rules presented in class.

DIVISIONS OR UNITS OF CONTENT	Time Allocations Class	Other
1. Basic Information	2	2
2. Classification of Motions	2	1
3. Selection and Use of Motions	4	5
4. Group Action on Proposed Ideas	2	2
5. Taking Minutes	2	4
6. Terms Associated With Parliamentary Procedure	2	2
	14	16

MODULE OF INSTRUCTION

Title - Parliamentary Procedure Code - 01.9902-07

Students will be able to:

1. List the three purposes of using Parliamentary Procedure in conducting a meeting.
2. Properly use a gavel in a practice meeting situation.
3. List, in order, the items on the order of business used by FFA Chapters as presented on page II - 12 of the New York FFA Leadership Training Manual.
4. Demonstrate, in a practice meeting, how to get the floor and make a main motion.
5. List the five classifications of motions as listed in Robert's Rules of Order.
6. Classify, with 75% accuracy, a list of motions given by the instructor.
7. In a practice meeting, select and make the proper motion for a given situation to achieve a desired end.
8. Use proper terminology in making specific motions.
9. In a practice meeting, properly use the order of precedence of motions as presented on Page II-19 of the New York FFA Leadership Training Manual.
10. Properly discuss motions during a practice meeting.
11. List the types of votes that may be taken on given motions and distinguish between them.
12. List the situations that permit the chairman of a meeting to vote.
13. Demonstrate, in a practice situation, how to take minutes during a meeting where parliamentary procedure is used.
14. Define terms associated with parliamentary procedure with 75% accuracy.

Code - 01.9902-07

AGRICULTURAL

Title - Parliamentary Procedure

OBJECTIVES BY UNIT	CONTENT
Unit 1 Basic Information Objective 1 List the 3 purposes of using parliamentary procedure in conducting a meeting.	A. Purposes . Orderly . Protects rights of all . Majority rules
Objective 2 Properly use a gavel in a practice meeting situation	A. Symbol of authority . Use with discretion B. Uses in FFA Meetings . Two taps . call meeting to order . Three taps . all stand . One tap . seating the group . declaring votes . Several taps . maintain order
Objective 3 List in order the items on the order of business used by the FFA Chapters as presented on Page II-12 of the N.Y. FFA LTM	A. Suggested Order of Business . Opening Ceremony . Reading Minutes of previous meeting . Treasurer's Report . Committee Reports . standing . special . Unfinished Business . Communications and Bills . New Business . Special Programs . Reading and Approving Minutes . Closing Ceremony

E D U C A T I O N

- 01.9902-07 - Code

Parliamentary Procedure - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Class discussion - N.Y. FFA Leadership Training Manual II - 12 After a regular FFA meeting, ask students to point out what they observed to be advantages of using parliamentary procedures	A. Record final list from class discussion and consensus	A. Paper & pencil quiz
A. Lecture and class discussion N.Y. FFA Leadership Training Manual II-13 . Demonstrate use of the gavel rhythmic taps - loudness dependent on size of room and group	A. Record information in notebook B. Use gavel in practice meetings	A. Check ability to use gavel effectively during practice meeting. Ability to be heard, balance of taps, general effect
A. Lecture and class discussion N.Y. FFA Leadership Training Manual II - 12 B. Give examples of agenda items and ask students where they would come in the order of business . A letter from another chapter . A report from the seed sales committee . Green hand ceremony C. Show filmstrip Parliamentary Procedure in Action, Part I	A. Record information in notebook B. Follow order in practice meeting	A. Check ability to use order correctly B. Paper and pencil quiz

Code - 01.9902-07

AGRICULTURAL

Title - Parliamentary Procedure

OBJECTIVES BY UNIT	CONTENT
Objective 4 Demonstrate in a practice meeting how to get the floor and make a main motion	A. Must get the floor to speak . Stand . Say "Mr. President" . Wait to be recognized B. Purpose of a main motion . Introduce a new idea C. To make a motion . Get the floor . Say "I move..." D. Seconding a motion . Stand (need not be recognized) . Say "Mr. President, I second the motion"
Unit 2 Classification of Motions Objective 5 List the 5 classifications of motions as listed in Robert's Rules of Order	A. General classification of motions . Main motions . Subsidiary motions . Incidental motions . Privileged motions . Unclassified motions

E D U C A T I O N

01.9902-07 - Code

Parliamentary Procedure - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion N.Y. FFA Leadership Training Manual II -14 B. Show filmstrip Parliamentary Procedure in Action, Part II	A. Practice getting the floor and making and seconding motions B. Participate in a practice meeting and regular FFA meeting C. Record information in notebook	A. Check participation in practice meeting
A. Lecture and class discussion Robert's Rules of Order, Table of Contents	A. Record all information in notebook	A. Paper and pencil quiz

Code - 01.9902-07

AGRICULTURAL

Title - Parliamentary Procedure

OBJECTIVES BY UNIT	CONTENT
Objective 6 Classify, with 75% accuracy, a list of motions given by the instructor	A. Main Motions . Any new topic or idea B. Subsidiary Motions . Lay on the table . Previous question . Limit or extend debate . Postpone to a definite time . Refer to committee . Amend . Postpone indefinitely C. Incidental Motions . Point of order or appeal . Suspension of the rules . Objection to consideration of a question . Division of the house and motions dealing with voting or closing polls . Motions dealing with nominations . Parliamentary inquiry, request for information, withdrawal D. Privileged Motions . Fix the time to which to adjourn . Adjourn . Recess . Question of privilege . Call for the orders of the day E. Unclassified Motions . Take from the table . Reconsider . Rescind . Renewal of a motion . Ratify . Call of the house
Unit 3 Selection and Use of Motions Objective 7 In a practice meeting, select and make the proper motion for a given situation to achieve a desired end.	A. Purposes of all motions used

E D U C A T I O N

01.9902-07 - Code

Parliamentary Procedure Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion- Robert's Rules of Order, Table of Contents B. Name a motion and call on someone to classify it C. Supervised practice	A. Record information in note-book	A. Paper and pencil quiz, matching question, list of motions, match with appropriate classi-fication
A. Prepare handouts containing explanations of purposes of each motion - what it does or can be used to do - discuss in class N.Y. FFA Leadership Training Manual, II -10-12 Give some sample situations to react to Robert's Rules of Order, pg 59-175	A. Study handouts and use infor-mation in practice B. Participate actively in a chapter meeting to achieve a desired goal	A. Rate performance in practice session Check-off list For number of times participating and correctness

Code - 01.9902-07

AGRICULTURAL

Title - Parliamentary Procedure

OBJECTIVES BY UNIT	CONTENT
Objective 8 Use proper terminology in making specific motions	A. List giving proper terminology and phraseology of motions used
Objective 9 In a practice meeting properly use the order of precedence of motions as presented on page II-19 of the NY FFA Leadership Training Manual	A. Refer to N.Y. FFA Leadership Training Manual pg II-19
Unit 4 Group Action on Proposed Ideas Objective 10 Properly discuss motions during a practice meeting	A. How to discuss a motion . .Get the floor .Discuss only the motion on the floor .Not good to ask questions .Speak slowly and enunciate .Have something to say .Don't interrupt a speaker who has the floor

EDUCATION

01.9902-07 - Code

Parliamentary Procedure - Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Prepare a handout listing proper way to state motions N.Y. FFA Leadership Training Manual, Official Manual Robert's Rules of Order	A. Use proper terms in practice meetings and during regular meetings Keep handout in notebook	A. Rate performance in practice sessions Check-off list For number of times participating and correctness of terms used
A. Make handout of pyramid and distribute to class--discuss symbols and how to read and use the chart N.Y. FFA Leadership Training Manual, pg II-19	A. Refer to handouts during early meetings--later make motions without them	A. Rate performance in practice sessions in the manner already listed.
A. Lecture and class discussion N.Y. FFA Leadership Training Manual, pg II,14-15 B. Have students make a list of things to remember about discussion C. Discuss student lists and come up with a final list including the six things at left D. Show filmstrip Parliamentary Procedure in Action, Part III	A. Record information in notebook B. Follow the rules set down in class discussion for discussing motions C. Participate in practice meeting to develop ability to think of items of discussion pertaining to motions on the floor	A. Apply this to the checklist already in use

Code - 01.9902-07

AGRICULTURAL

Title - Parliamentary Proecdure

OBJECTIVES BY UNIT	CONTENT
Objective 11 List the types of votes which may be taken on given motions and distinguish between them.	A. Majority . Over half the votes cast B. Plurality . The greatest number of votes may or may not be a majority C. Two-thirds . Affirmative is twice the negative vote
Objective 12 List the situations which permit the chairman of a meeting to vote	A. To make a tie B. To break a tie C. To ballot on a candidate . Votes along with delegates
Unit 5 Taking Minutes Objective 13 Demonstrate, in a practice situation, how to take minutes during a meeting where parliamentary procedure is used.	A. Minutes should include: . Name of chapter, place, time, date of meeting and name of presiding officer . Roll of members present . All main motions . All subsidiary motions passed . All committee reports . After approval of the minutes the Secretary writes "approved" and signs his name
Unit 6 Terms Associated with Parliamentary Procedure Objective 14 Define terms associated with parliamentary procedure with 75% accuracy	A. Refer to "Some Common Parliamentary Terms" pg 68-71 Official Manual

EDUCATION

- Code

- Title

TEACHING METHODS	STUDENT APPLICATION ACTIVITIES	EVALUATION PROCEDURES
A. Lecture and class discussion Official Manual, pg 69-70 B. Give numerical examples to illustrate the difference between the three Robert's Rules of Order, Pg 202-204	A. Use all three types of votes in practice sessions B. Record information in notebook	A. Paper and pencil quiz B. List and describe each type
A. Lecture and class discussion Robert's Rules of Order, pg 238 B. Give numerical examples to illustrate the effect of each of these votes	A. Record information for later study	A. Paper and pencil quiz
A. Lecture and class discussion N.Y. FFA Leadership Training Manual, pg II - 14 B Discuss varied forms of giving the necessary information Robert's Rules of Order, 247-250 C. Give each student an opportunity to take minutes for a practice meeting D. Put samples of good minutes on the bulletin board	A. Each student record minutes for a meeting—read minutes for critique by other students—put the best minutes on a bulletin board as examples to others B. Record list of necessary information in notebook	A. After each student has had ample time to practice, collect the minutes taken and grade them
A. Prepare a handout of these terms with definitions—read through them together and discuss Official Manual, 68-71 B. Use the terms in lecture and discussion to keep them before the students C. Organize a Chapter Meeting Team within the class—give practice time and compete in sub-district contest	A. Keep handouts in notebook and study them B. Use terms in discussion C. Attend Camp Oswegatchie for Leadership Training D. Participate in Chapter Meeting Contest and hold classes in parliamentary procedure for officers of other school organizations—possibly as a part of a broader leadership training program	A. Occasional quizzes to keep students studying the terms B. Average quiz grades to arrive at % level

MODULE OF INSTRUCTION

Title - Parliamentary Procedure Code - 01.9902-07

RESOURCE MATERIALS

Books -

1. New York FFA Leadership Training Manual
2. Official Manual
3. Robert's Rules of Order

Audiovisuals -

1. Parliamentary Procedure in Action
   Three filmstrip set available from "Nasco"

MODULE OF INSTRUCTION

Module - ORGANIZING AN FFA CHAPTER Code - 01.9902-03

RESOURCE MATERIALS

BULLETINS -

Advisors Teaching Guide on the FFA. Available from the National FFA Center Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

A Handbook for National FFA Officiers. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

A Handbook for Conducting FFA Meetings. (Preliminary Parliamentary Procedure) K.E. Russell, Interstate Printers and Publishers. Danville, Illinois.

FFA Official Manual. Future Farmer Supply Service. Alexandria, Virinia 22309.

Helps in Mastering Parliamentary Procedure. W.F. Stewart, Coop Printshop. New Concord, Ohio.

National Convention Proceedings. National Executive Secretary, U.S. Office of Education. Washington, D.C. 20202.

Now You're Talking. Interstate Printers and Publishers. Danville, Illinois.

Planning and Carrying Out Your FFA Chapter Program of Activities. Cushman, Misc. Bulletin No. 53, New York State College. Ithaca, New York.

The Future Farmer Organization: What It Is — What It Does. Future Farmers Supply Service. Alexandria, Virginia 22309.

Vocational Agriculture — FFA. Future Farmers Supply Service. Alexandria, Virginia 22309.

PERIODICALS -

FFA Manual. 1972. (Published in February of each year). Available from the National FFA Center. Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

Form 132 - Contest and Award Order. Available from the State FFA Office, Room 1623, 99 Washington Avenue. Albany, New York 12210.

Module - ORGANIZING AN FFA CHAPTER Code - 01.9902-03

RESOURCE MATERIALS

PERIODICALS (Cont.d) -

You and Your Flag. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

Awards for You. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Discuss It, Plan It, Do It. Circular 445, Pennsylvania State University. University Park, Pennsylvania.

Future Farmers of America Foundation Awards. National Advisor, U.S. Office of Education. Washington, D.C. 20202.

Leadership in Group Discussion. Wm. Paul Gray, National FFA Office, Office of Education. Washington, D.C. 20202.

Leadership of Youth Groups. Farmland Industries. Kansas City, Missouri.

So You Want to be an Officer in the FFA. Joe P. Bail, Bulletin No. 40, New York State College. Ithaca, New York.

Pageant Script: History of Vocational Education. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Pageant Script: "Our Forty Years." Wm. Paul Gray, National FFA Office, U.S. Office of Education Washington, D.C. 20202.

Pageant Script: "History of Old Glory." Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Leadership and Citizenship Conferences. National FFA Office, U.S. Office of Education, Washington, D.C. 20202.

International Education Information. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Booklets Relating to Congress, Government, Communism, etc. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

Module - ORGANIZING AN FFA CHAPTER Code - 01.9902-03

RESOURCE MATERIALS

PERIODICALS (Cont.d) -

You and Your Flag. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

Awards for You. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Discuss It, Plan It, Do It. Circular 445, Pennsylvania State University. University Park, Pennsylvania.

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Pageant Script: "History of Old Glory." Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Leadership and Citizenship Conferences. National FFA Office, U.S. Office of Education, Washington, D.C. 20202.

International Education Information. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Booklets Relating to Congress, Government, Communism, etc. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

MODULE OF INSTRUCTION

Module - ORGANIZING AN FFA CHAPTER Code - 01.9902-03

RESOURCE MATERIALS

AUDIOVISUALS -

Four Star Farmers - Films - each available from the State FFA Office, Room 1623, 99 Washington Avenue, Albany, New York 12210.

Slides of Oswegatchie Camp - " "

Film Strips - "The How in Parliamentary Procedure." Interstate Printers and Publishers. Danville, Illinois.

MODULE OF INSTRUCTION

Title - THE FFA ORGANIZATION

Code - 01.9902-04

DESCRIPTION:

In this module the student will be actively involved in the FFA. Most of the activity will be centered around the several parts of the FFA dealing with program development. Each student will be examining, planning, and conducting activities which will result in personal benefits from the FFA.

MAJOR DIVISIONS OR UNITS OF CONTENT	Time Allocation	
	Class	Other
1. Place and History of FFA	4	2
2. Basic FFA Organization	7	17
	11	19

Revised January, 1975

INTRODUCTION

The FFA is an organization of, by, and for young men and women studying vocational agriculture in secondary schools. It is an educational, non-profit, non-political agricultural youth organization designed to develop leadership, character, thrift, scholarship, cooperation, citizenship and patriotism. The training and activities in the FFA, as well as the contests, awards, and degree associated with it, are designed to encourage the development of these characteristics.

The FFA is an intra-curricular activity which supplements and compliments the Vocational Agriculture Program in the local school. Through its activities young people have an opportunity to apply what they have learned in the classroom in a practical and sometimes competitive way. Advancement in the organization is based on outstanding achievement in whatever area of agriculture interests an individual student.

From the teachers point of view, the FFA can be one of the greatest teaching tools available. To the student it provides incentives, rewards, and an opportunity to develop into a more desirable member of society.

MODULE OF INSTRUCTION

Title - THE FFA ORGANIZATION Code - 01.9902-04

Objectives to be obtained:

The student will be able to:

1. Verbally or in written form explain the relationship between the FFA and vocational agriculture.
2. Relate a brief historical sketch of the FFA orally or in written form.
3. Illustrate how an item of business in a local chapter can formally be brought to the agenda of the National Board of Directors, by use of the administrative structure.
4. Identify in writing or orally 3 ways a knowledge of the National, State and local structure could be of personal benefit.
5. List and explain the function of the six major National FFA departments.
6. Correctly place an order for supplies using the FFA Supply Service order blank and catalog.
7. Prepare a letter to the editor of the National Future Farmer indicating the students opinion of the materials presented.
8. Work within his or her group to identify and seek confirmation of a sponsor for the chapter calendar program.
9. Participate in an appropriate fund raising activity for the purpose of sending a chapter member(s) to a National Leadership and Citizenship Conference.
10. Assist in the preparation and conduct of appropriate activities that will result in chapter member(s) attending and participating in the National Convention.
11. Explain the major functions of the FFA Foundation on the state and national levels.
12. Students will participate in activities that will result in the origination of a chapter foundation.

Module THE FFA ORGANIZATION 01.9902-04

OBJECTIVES BY UNIT	CONTENT
Unit 1 - Place and history of FFA Objective 1 Student will verbally or in written form explain the relationship between the FFA and Vocational Agriculture.	A. FFA. . Not a club emanating from a subject . Is an intra-curricular part of the instruction in agriculture - an extension of classroom work . Degrees or advancement based on successful application of knowledge gained in class . Contests and activities designed to augment instruction in Ag . Learning is easier, more realistic, and more permanent when the learning vehicle is a student controlled organization. . Equal opportunity regardless of specialization studies - each provides opportunity for practical application of skills and knowledge.
Objective 2 Students will relate a brief historical sketch of the FFA orally or in written form.	National A. National Vocational Education Act 1917. . Smith - Hughes Act . Provided for teaching agriculture in public schools. B. Formation of "agriculture clubs" in local departments. . First were social and recreational . Interest increased, grew into State organizations . Virginia, Tennessee, Arkansas and others active from 1923-38 in setting up state groups with specific purposes C. 1927-28 proposals for National Organization patterned after Virginia group. D. National Organization (Future Farmers of America) established in 1928. . First convention Kansas City, Missouri . Delegates from 18 states . First National Officers elected . National Constitution and by-laws adopted E. Public Law 740 passed in 1951. . Granted the FFA a Federal Charter

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Lecture and class discussion. Use chalk and board or overhead to make a list pointing out the relationship. References - Advisors Teaching Guide on FFA, Selland & Torrence page 3. Resource Unit on FFA Organization, Ag. Ed., Pheonix, Arizonia, #15.	A. Students record information in notebook for future reference. B. Have class make a list of ways FFA contributes to Vo Ag program.	A. Written and/or oral quiz. B. Students, in outline or paragraph form, will explain the relationship between FFA and classroom instruction in agriculture.
. Have students read appropriate sections of the Official Manual and the N.Y. Leadership Training Manual. Discuss the material and prepare a list of important dates and events. Official Manual - page 6-7. Leadership Training Manual - page I-1.	A. Students place outline in their notes for study and future reference.	A. Give oral or written quiz on important dates and events.

OBJECTIVES BY UNIT	CONTENT
Objective 2 (cont'd)	State – A. 1919-20 Endicott Young Farmers. . First FFA type group in New York B. In 1925 groups formed in Albion, Bath and Green. . Patterned after Endicott group C. These four met at the State Fair for New York's First State Convention in September 1926. D. By 1927 there were 53 groups. E. New York became affiliated with National in 1929 - charter number 24. F. Accepted official name in 1937. G. New York has led the way to many changes on the National level.
Unit 2 - Basic FFA Organization Objective 3 The student will illustrate how an item of business in a local chapter can formally be brought to the agenda of the National FFA Board of Directors by use of the administrative structure.	A. – Board of Directors – Alumni Council Board of Student Officers Delegates National Treasurer National Advisor Nat. Exec. Secretary – State Governing Body – State Officers Delegates State Executive Secretary State Advisor – Chapter Governing Body – Chapter Officers Members Committees Chapter Advisor

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
	B Keeping in mind the situation in agriculture during the 1920's, have students (working in groups) prepare an oral presentation for this class on such subjects as: • The life of farm boys • The importance and place of the school agriculture program • The need for an FFA type group	
A . Prepare a "Handout" showing the chart. B . Discuss the structure with the class. If possible, have State FFA Officer or District Trustee as guest lecturer to talk about the structure and explain his role and the importance of the individual member in the structure. C . Lecture and class dicussion. Resource Unit on FFA Organization For Core Curriculum - #15, page 1. The Leader For FFA Officers - Chapter I, Unit 3. Official Manual - page 15-16.	A. Students should keep a handout on the structure and notes on discussion in their notebooks. B Record information in notebooks.	A. Written or oral quiz on the structure and how to use it.

OBJECTIVES BY UNIT	CONTENT
Objective 3 (cont'd)	B. Chapter governing body. . Chapter officers . Chairman of major committees C. State governing body. . State FFA officers . Board of trustees
Objective 4 The student will identify in writing or orally, three ways a knowledge of the National, State and local structure could be of personal benefit.	A. National Board of Directors. . National Advisor . Four Regional program specialists in Ag Ed from U.S.O.E. . Four state supervisors of Ag Ed who are state advisors - one from each region B. Components of the FFA Organization. . National Organization • national Headquarters • national Officers • national Board of Directors • adult Leadership . State Association • state Office • state Officers • adult Leadership • district Trustees . Local Chapter • executive Committee • chapter Officers • advisory Committee • adult Leadership

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A . Resource Unit on FFA For Core Curriculum -	A. Each student will prepare a report indicating his or her: • Occupational objective • Current and planned work experiences • Aspirations in the FFA	A. Check for completeness and accuracy of reports of goals.

OBJECTIVES BY UNIT	CONTENT
Objective 5 Students will list and explain the functions of the 6 major National FFA departments. Objective 6 Student will correctly order for supplies using the FFA Supply Service order blank and catalog.	A. The National FFA Supply Service. . Began operations in 1948 . Purposes . make official FFA merchandise available from one source . insure uniformity of FFA merchandise . give high quality merchandise at lowest possible prices . Located near Alexandria, Virginia . Owned by FFA . Operates under direction of National Board of Directors . Orders should be neat and accurate
Objective 7 Student will prepare a letter to the editor of the National Future Farmer indicating the students opinion of the material presented.	B. The National Future Farmer Magazine. . Began operations in 1952 . Published 6 times each year (bimonthly) . Owned by FFA . Policies controlled by National Officers and National Board of Directors . Purpose . gather and print worthwhile and inspirational information on agriculture and FFA activities . for FFA chapters and members . for public relations . Headquarters at National FFA Center . Fee to members is included in National Dues . Non-member of gift subscription $1.00

EDUCATION

Module THE FFA ORGANIZATION 01.9902-04

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Lecture and class discussion. B. Show the class the Supply Service Catalog. C. Emphasize need for neatness and accurate calculation of amount. Official Manual - page 17.	A. Record purposes in notebooks. B. Have chapter secretary take orders for supplies. C. Arrange for each student to have order blanks and access to the official catalog.	A. Paper and pencil quiz on objective 4. Require 80% accuracy for satisfactory achievement. B. Check individual student orders and chapter secretary's composite order.
A. Lecture and class dicussion. B. Show class copies of magazine. Allow time to look through to see type of material included.	A. Record purposes in notebooks. B. Working in small groups, have students prepare part of the letter which could be sent to the editor. Groups might be feature article; sports; FFA news; etc.	A. Check materials prepared by groups and ascertain each students degree of participation.

OBJECTIVES BY UNIT	CONTENT
Objective 8 The student will work within his or her group to identify and seek confirmation of a sponsor for the chapter calendar program.	A. The Official FFA Calendar. . Purposes . primarily-public relations . can also be - fund raising . Three plans . plan A - a business sponsors the project and uses the calendar for advertisement . plan B & C - chapters own public relations - no business involved B. International Programs. . Purposes . promote international good will . provide opportunities for outstanding chapter members to participate in agricultural experiences in foreign countries . public relations . Headquarters in FFA Center
Objective 9 The student will participate in an appropriate fund raising activity for the purpose of sending a chapter member(s) to a National Leadership and Citizenship Conference.	A. Leadership and Citizenship Program. . Purposes . assist local chapters and advisors in developing leadership characteristics . provide access and program at national level in a location that promotes patriotism and national pride . permit exchange of ideas by members of local chapters from across the nation . Headquarters in FFA Center . Conduct programs in Washington, D.C. area . Program . usually 4 one-week sessions . different theme or purpose for each week-long session . national officers lead program

E D U C A T I O N

Module THE FFA ORGANIZATION 01.9902-04

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Lecture and class discussion. B. Show format of each plan and explain differences. Official Manual - page 18 Calendar supplies. C. Use FFA Manual - pages 19-20 - pamphlets on work experience. D. Lecture - discussion.	A. Gather suggestions as to appropriate message for calendar. B. Working as a group - students prepare list of prospective community sponsors. C. Arrange list in priority then have students contact sponsors. D. After locating a sponsor have students prepare order form. E. Examine Work Experience Abroad application. F. Discuss possibilities of sending and/or hosting student(s).	A. Using a checklist of students, tally the students who participate.
A. Lecture - discussion. B. FFA Manual - page 19. C. Pamphlets available from National FFA Center.	A. Discuss sending one or more students to participate. B. Plan appropriate fund raising activity.	A. Use a checklist of members to tally students individual participation.

OBJECTIVES BY UNIT	CONTENT
Objective 10 The student will assist in the preparation and conduct of appropriate activities that will result in chapter member(s) attending and participating in the National FFA Convention.	A. National Convention. Although not a separate FFA department the Convention is a major activity that is worthy of this status. . Purposes . promote FFA . publicize outstanding awards . recognize chapters and students . provide exchange of ideas
Objective 11 Students will explain the major functions of the FFA Foundation on the State and National levels. Objective 12 Student will participate in activities that will result in the origination of a chapter foundation.	A. The National FFA Foundation, Inc. . Awards for outstanding accomplishment on local, state, and national levels. . Established in 1944. . Over 600 sponsors annually . Money to finance incentive award programs . Administered by 18 member board of trustees . Sponsors have an advisory committee which meets with the trustees once a year to propose changes . Sponsors organized a Sponsoring Committee to recruit new sponsors for the Foundation. B. The New York FFA Leadership Training Foundation. . Function . fund raising . operation of FFA Leadership Training and Conservation Camp - Camp Oswegatchie

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Lecture - discussion. B. Use film - Focus on Forty. Each year the proceeding of the past National Convention are available by writing the National FFA Center. C. Have State officer or others who have participated in a convention present a program to the class.	A. After discussing the advantages attending and participating: • Set up and conduct an appropriate fund raising activity • Select one or more students to attend • Prepare and distribute appropriate publicity	A. Checklist of members to tally individual's degree of participation.
A. Lecture and class discussion. B. List awards and programs available. C. Contact State FFA Office for list of resource people to speak to Foundation. Official Manual - page 21. Use Annual Report of Foundation which is available from National FFA Center.	A. Record notes in book. • Discuss setting up a chapter foundation • Establish a constitution and guidelines • Initiate procedures and set up	A. Paper and pencil quiz on objective 5. B. Require 80% accuracy for satisfactory level of achievement.
A. Read section on camp in Leadership Training Manual. B. Show slide program on camp. Hand out camp bulletins and discuss. N.Y. FFA Leadership Training Manual - Section IV pp 1-6	B. Record function in notebook. C. Have students who have been to Camp Oswegatchie tell some of their experiences and reactions.	

MODULE OF INSTRUCTION

Module THE FFA ORGANIZATION Code 01.9902-04

RESOURCE MATERIALS

BOOKS -

A More Effective FFA. Wall, Interstate Printers and Publishers. Danville, Illinois.

Forward FFA. W.A. Ross, Future Farmers Supply Service. Alexandria, Virginia 22309.

Handbook on Speech for Future Farmers. R.D. Purkey, Interstate Printers and Publishers. Danville, Illinois.

How to Hold a Better Meeting. Frank Snell, Harper and Brothers. New York.

Parliamentary Procedure. Alice F. Sturgis, McGraw-Hill Book Co., Inc. New York, New York.

Practical Activitics for Future Farmers. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Practical Parliamentary Procedure. R.M. Cruzan, McKnight and McKnight. Bloomington, Illinois.

Programs for Future Farmer Chapter Meetings. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Public Speaking for Future Farmers. L.S. Judson, Interstate Printers and Publishers. Danville, Illinois.

Robert's "Rules of Order." Available in most book stores.

Speak with Ease. R.C. Ross, National Farms Book Co. Viroqua, Wisconsin.

The FFA and You. Bender, Clark and Taylor, Interstate Printers and Publishers. Danville, Illinois.

When You Preside. S.S. Sutherland, Interstate Printers and Publishers. Danville, Illinois.

Your Opportunities in Vocational Agriculture. Phipps, Interstate Printers and Publishers. Danville, Illinois.

MODULE OF INSTRUCTION

Module THE FFA ORGANIZATION Code 01.9901-04

RESOURCE MATERIALS

BULLETINS -

Advisors Teaching Guide on the FFA. Available from the National FFA Center Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

A Handbook for National FFA Officiers. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

A Handbook for Conducting FFA Meetings. (Preliminary Parliamentary Procedure) K.E. Russell, Interstate Printers and Publishers. Danville, Illinois.

FFA Official Manual. Future Farmer Supply Service. Alexandria, Virinia 22309.

Helps in Mastering Parliamentary Procedure. W.F. Stewart, Coop Printshop. New Concord, Ohio.

National Convention Proceedings. National Executive Secretary, U.S. Office of Education. Washington, D.C. 20202.

Now You're Talking. Interstate Printers and Publishers. Danville, Illinois.

Planning and Carrying Out Your FFA Chapter Program of Activities. Cushman, Misc. Bulletin No. 53, New York State College. Ithaca, New York.

The Future Farmer Organization: What It Is — What It Does. Future Farmers Supply Service. Alexandria, Virginia 22309.

Vocational Agriculture — FFA. Future Farmers Supply Service. Alexandria, Virginia 22309.

PERIODICALS -

FFA Manual. 1972. (Published in February of each year). Available from the National FFA Center. Supply Service, P.O. Box 14160. Alexandria, Virginia 22309.

Form 132 - Contest and Award Order. Available from the State FFA Office, Room 1623, 99 Washington Avenue. Albany, New York 12210.

Module THE FFA ORGANIZATION Code - 01.9902-04

RESOURCE MATERIALS

PERIODICALS (Cont.d) -

You and Your Flag. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

Awards for You. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Discuss It, Plan It, Do It. Circular 445, Pennsylvania State University. University Park, Pennsylvania.

Future Farmers of America Foundation Awards. National Advisor, U.S. Office of Education. Washington, D.C. 20202.

Leadership in Group Discussion. Wm. Paul Gray, National FFA Office, Office of Education. Washington, D.C. 20202.

Leadership of Youth Groups. Farmland Industries. Kansas City, Missouri.

So You Want to be an Officer in the FFA. Joe P. Bail, Bulletin No. 40, New York State College. Ithaca, New York.

Pageant Script: History of Vocational Education. Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Pageant Script: "Our Forty Years." Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Pageant Script: "History of Old Glory." Wm. Paul Gray, National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Leadership and Citizenship Conferences. National FFA Office, U.S. Office of Education, Washington, D.C. 20202.

International Education Information. National FFA Office, U.S. Office of Education. Washington, D.C. 20202.

Booklets Relating to Congress, Government, Communism, etc. Channing L. Bete Co., Inc. Greenfield, Massachusetts.

MODULE OF INSTRUCTION

Module THE FFA ORGANIZATION Code - 01.9902-04

RESOURCE MATERIALS

AUDIOVISUALS -

Four Star Farmers - Films - each available from the State FFA Office, Room 1623, 99 Washington Avenue, Albany, New York 12210.

Slides of Oswegatchie Camp - " "

Film Strips - "The How in Parliamentary Procedure." Interstate Printers and Publishers. Danville, Illinois.

MODULE OF INSTRUCTION

Title - THE FFA ORGANIZATION II

Code - 01.9902-05

DESCRIPTION:

This module is intended for students interested in developing an in-depth knowledge of the FFA. The student will study the FFA purposes, benefits and programs. Information and experiences gained from this module should assist the student in participating in the FFA contests, activities and awards. The module will involve the student in active participation in accomplishing the objectives.

MAJOR DIVISIONS OR UNITS OF CONTENT	Time Allocations	
	Class	Other
1. Basic FFA information	4	2
2. Application	2	6
3. Benefits and involvement	6	10
	12	18

Revised June, 1974

MODULE OF INSTRUCTION

Title - THE FFA ORGANIZATION II Code - 01.9902-05

OBJECTIVES to be obtained:

The student will be able to:

1. State, in his own words, the primary aim and eight purposes of the FFA.
2. List and compare the four types of membership in the FFA.
3. Offer names of candidates for alumni and honorary membership.
4. List the four degrees of active membership and explain the basic qualifications for each.
5. Fill out the Empire Degree application, completing all sections with most current information.
6. Set up a personal program of activities in work experience and leadership that will result in eligibility for the Empire Degree by January of the last year of enrollment in the secondary program in agriculture.
7. List ten advantages or benefits of membership in the state and national FFA organization.
8. Prepare and deliver a report on an FFA benefit to the satisfaction of the instructor.
9. Identify the FFA code of ethics and cite an example of the meaning of each.
10. Recite the FFA motto and relate to a group the basic intent.
11. Participate in the initiation and competition of a chapter level contest where the FFA Creed will be recited or the meaning of the FFA Creed explained.
12. List the symbols on the FFA emblem and tell what each represents.
13. Make recommendations for up-dating the FFA symbols.
14. List the FFA colors.
15. List the offices, symbols of each office and three major duties of each office.
16. Draw a typical meeting room and place the officer's stations.

Code - 01,9902-05

AGRICULTURAL

Title - THE FFA ORGANIZATION II

OBJECTIVES BY UNIT	CONTENT
Unit 1 - Basic FFA information Objective #1 Students will state the primary aim of the FFA and list eight of the purposes of the organization in their own words.	A. Primary Aim . Development of Agricultural Leadership, cooperation, and citizenship. B. Purposes . Refer to Official Manual, page 11
Objective #2 Students will list and compare the four types of membership in the FFA.	A. Active . Any student enrolled in an all-day or day-unit class in Vocational Agriculture. . Until 3 years after graduation or until 21, whichever is longer. B. Alumni . At the end of active membership, a former member becomes eligible for active Alumni membership. C. Collegiate . Former FFA members preparing to teach Vo Ag at an institution with a collegiate chapter. D. Honorary . Anyone helping to advance Vo Ag and FFA and has rendered outstanding service to the organization.
Objective #3 The student will offer names of candidates for alumni and honorary membership.	
Objective #4 Students will list the four degrees of active membership and explain the basic qualifications for each.	A. Greenhand . Chapter B. Chapter Degree . Chapter C. State Degree (Empire Degree) . State (5 types) D. American Degree . National
Objective #5 The student will fill out the Empire Degree application, completing all sections with most current information.	

EDUCATION

Module THE FFA ORGANIZATION II 01.9902-05

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Read together the section in the manual on the Aim and Purposes. Call on students to explain the meaning of each purpose. Official Manual - page 11.	A. Record information in notebook. Look through issues of Future Farmer Magazine to find examples of how FFA contributes to its aim and purposes.	A. Oral and/or written quiz. Students explain aim and purposes in own words.
A. Lecture and class discussion. Resource Unit on FFA Organization For Core Curriculum #15 - page 7.	A. Record information in notebook. B. List possible Honorary Empire Degree candidates and reasons for nomination. C. Set up chapter meeting where alumni and honorary membership was to be discussed and candidates informed. D. Set up and conduct activity for informing selected people of candidacy.	A. Check student notebooks.
A. Lecture and class discussion. B. Read together the section of the National Constitution which deals with degrees of membership. Official Manual - page 25-27.	A. Record important information in notebook. B. Fill out Empire Degree application. C. Working first individually and then in small groups - fill out a personal program of activities.	A. Check by oral and/or written examination. B. Review application. C. Check each students completed program.

OBJECTIVES BY UNIT	CONTENT
Objective #6 The student will set up a personal program of activities in work experience and leadership that will result in eligibility for the Empire Degree by January 1 of the last year of enrollment in the secondary program in agriculture.	
Objective #7 Students will list ten advantages or benefits of membership on the state and national FFA. Objective #8 The student will prepare and deliver a report on an FFA benefit to the satisfaction of the instructor.	A. Serve as officer above local level. B. Serve at state or national convention as: . Band member . Chorus member . Delegate . Courtesy corps member . Usher . Talent contestant C. Participate in leadership contests above the sub-district level. D. Receive Empire or American Degrees. E. Receive recognition at state, regional, or national level in: . Chapter safety contest . Chapter recognition contest . Chapter Building Our American Communites Award . Ag Proficiency Awards F. Receive district and state individual achievement awards and Star Empire Awards. G. Eligible for State Dairy Breed Awards. H. Judge on an FFA team at Eastern States or at the National Convention. I. Participate in Work Experience Aboard Program. J. Participate in National Leadership Conferences.

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
C. Read sections of State Constitution which deal with Empire Degree . Hand out Degree Applications. New York FFA Constitution - Have past State or American degree holders tell the class how they worked to achieve it.		
A. Lecture and class discussion. Ask students to add to the list. B. Have state officer and/or state trustee discuss with class. Some Benefits of State and National FFA Membership. Available from State Office in Albany.	A. Make a list in notebook for future reference and study. B. Working in small groups - study the various activities and report back to class on: . Who is eligible . How to apply . Deadline dates . Funds . Method of receiving awards	A. Each student should report on at least 1 contest, award or activity to the group - check report. B. Either oral or written.

Module THE FFA ORGANIZATION 01.9902-05

OBJECTIVES BY UNIT	CONTENT
Objective #9 The student will identify the FFA code of ethics and cite an example of the meaning of each.	A. Refer to 1972 Official Manual, page 14.
Objective #10 Students will recite the FFA Motto and relate to a group the basic intent.	A. Motto. . Learning to do . Doing to learn . Earning to live . Living to serve
Objective #11 The student will participate in the initiation and competition of a chapter level contest where the FFA Creed will be recited or the meaning of the FFA Creed explained.	B. Creed. . Refer to Official Manual, page 12.

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Read together and discuss each part of the code. B. Use state officer as resource person. Official Manual - page 14.	A. Student follow the code in their daily activities. B. Class discussion and suggestions for up-dating code and its use.	A. Oral and/or written quiz.
A. Write the motto on the board and discuss its meaning. Students will memorize. Official Manual - page 13.	A. Record information in notebook. B. Memorize motto after discussing.	A. Have a motto speaking contest to evaluate the students' ability to recite the motto.
A. Read together and discuss basic ideas contained in the creed. Hand out copies of the creed. Official Manual - page 12.	A. Keep the copy of the creed in notebook. B. Have a group discussion on revisions needed. C. Submit suggested revisions to State FFA Office. D. Hold chapter level contest with class members reciting and/or giving their impression of the Creed.	A. Ask each student to explain the main theme of the FFA Creed - do this orally.

OBJECTIVES BY UNIT	CONTENT
Objective #12 Students will list the symbols on the FFA Emblem and tell what each represents. Objective #13 The student will make recommendations for updating the FFA symbols.	A. Owl. . Knowledge and wisdom B. Plow. . Labor and tillage of the soil C. Rising sun. . Progress . New day when all are trained and have learned to cooperate D. Cross Section of an ear of corn . Common interest in agriculture . corn grown in every state E. Eagle. . National scope
Objective #14 Students will list the FFA colors.	A. National Blue. B. Corn Gold.

E D U C A T I O N

Module THE FFA ORGANIZATION 01.9902-05

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Point our symbols on a jacket or FFA banner. Ask students what the symbols mean to them - then explain FFA symbolism. B. Display emblem in the classroom. Official Manual - page 10.	A. Record in notebook. B. Class discussion on revisions needed. . Have each student record at least one positive suggestion.	A. Oral and/or written quiz. B. Checklist of student participation.
A. Write on the board - use description given on page 13, Official Manual. B. Display colors in the classroom. Official Manual - page 13.	A. Record in notebook.	A. Oral quiz.

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OBJECTIVES BY UNIT	CONTENT
Objective #15 Students will list the offices in the FFA, name the symbol of each, list three major duties of each officer. Objective #16 The student will draw a typical meeting room and plan the officer's station.	A. President. . Rising sun B. Vice-President. . Plow C. Secretary . Ear of corn D. Treasurer . Emblem of Washington E. Reporter . American flag F. Sentinel . Hand clasp G. Advisor . Owl Officers Duties - Official Manual, page 40-44. Arrangement for Meeting Room, page 60.

Module THE FFA ORGANIZATION 01.9902-05

TEACHING METHOD	STUDENT APPLICATION ACTIVITY	EVALUATION PROCEDURES
A. Record offices and symbols on the board. B. Discuss meaning of each symbol. C. Associate names of local chapter officers with each office. Official Manual - page 60. D. Read together and discuss the duties of each officer. Official Manual - page 40-44. E. Write on the board and discuss the room arrangement for chapter meetings. F. Have regular chapter officers tell the class about the duties of his office. Official Manual - page 60.	A. Students record all information in this objective. B. Students rotate through reading and acting out the several officer parts and places seated in an official meeting room. C. Suggest appropriate revisions in symbols. D. Have students arrange a meeting room correctly.	A. Oral or written quiz. B. Gather written suggestions for revisions from each student. C. Check drawing for accuracy.

RESOURCE MATERIALS

BOOKS -

A More Effective FFA. Wall, Interstate Printers and Publishers. Danville, Illinois.

Forward FFA. W.A. Ross, Future Farmers Supply Service. Alexandria, Virginia 22309.

Handbook on Speech for Future Farmers. R.D. Purkey, Interstate Printers and Publishers. Danville, Illinois.

How to Hold a Better Meeting. Frank Snell, Harper and Brothers. New York.

Parliamentary Procedure. Alice F. Sturgis, McGraw-Hill Book Co., Inc. New York, New York.

Practical Activities for Future Farmers. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Practical Parliamentary Procedure. R.M. Cruzan, McKnight and McKnight. Bloomington, Illinois.

Programs for Future Farmer Chapter Meetings. A.W. Teeney, Interstate Printers and Publishers. Danville, Illinois.

Public Speaking for Future Farmers. L.S. Judson, Interstate Printers and Publishers. Danville, Illinois.

Robert's "Rules of Order." Available in most book stores.

Speak with Ease. R.C. Ross, National Farms Book Co. Viroqua, Wisconsin.

The FFA and You. Bender, Clark and Taylor, Interstate Printers and Publishers. Danville, Illinois.

When You Preside. S.S. Sutherland, Interstate Printers and Publishers. Danville, Illinois.

Your Opportunities in Vocational Agriculture. Phipps, Interstate Printers and Publishers. Danville, Illinois.